



Fact Book 2009

Handbook of Education Information

California Department of Education | Sacramento, 2009
<http://www.cde.ca.gov>



Fact Book 2009

Handbook of Education Information



California Department of Education



Publishing Information

The *Fact Book 2009* was developed by the California Department of Education (CDE). It was designed and prepared for publication by the staff of CDE Press and was published by the CDE, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 2009 by the California Department of Education
All rights reserved

An *Educational Resources Catalog* describing publications, videos, and other instructional media available from the CDE can be obtained without charge from the CDE Press Sales Office, 1430 N Street, Suite 3207, Sacramento, CA 95814-5901; 1-800-995-4099; fax 916-323-0823. Visit <http://www.cde.ca.gov/re/pn/rc> for more information.

Contents

A Message from the State Superintendent of Public Instruction	8
Acknowledgments.....	9
Fingertip Facts on Education in California	10

Education Agencies

California Department of Education	11
State Board of Education.....	17
State Board of Education Roster.....	19
County Offices of Education	20
Local Control	21

Education Statistics

California Basic Educational Data System.....	22
Enrollment in California Public Schools: 2005–06 Through 2007–08.....	23
Enrollment and Number of California Public Schools by Grade Span: 2007–08	24
California’s Largest and Smallest Public School Districts: 2007–08.....	25
California Schools’ Ethnic Makeup.....	26
Teacher Credentials and Experience: 2000–01 Through 2007–08.....	27
Teachers in Selected Age Groups: 2007–08	27
Full-Time Equivalent Pupil Services Staff in California Public Schools: 1997–98 Through 2007–08	28
Number of Computers Used for Instruction-Related Purposes and Number of California Public School Classrooms with Internet Access: 2007–08	28
K–12 High-Speed Network Connectivity	28

Requirements

Compulsory Education and Minimum School-Admission Age	29
Kindergarten	29
First Grade	29
Immunization and Health Checkup	30
Oral Health Assessment Program.....	31
Public Access	32
Immigration Status of Students: Proposition 187 of 1994 and the Welfare Reform Act of 1996	34
<i>Plyler v. Doe</i>	34
Welfare Reform Act of 1996	34

High School Graduation and College Admission Requirements	36
Graduation Requirements	36
College Admission Requirements	36
State Board of Education Waivers	38
Closing the Achievement Gap	40
An Example of the Current Achievement Gap	41
Accountability	43
Accountability Progress Reporting	43
Accountability Progress Reporting System: 2008–09	43
State Requirements: The Public Schools Accountability Act of 1999	43
Alternative Schools Accountability Model	47
State Assistance Programs	47
Federal Requirements: No Child Left Behind Act of 2001	51
Statewide AYP Requirements for 2008–09 School Year	52
No Child Left Behind Act	55
Background	55
Program Improvement	56
Accountability Report Cards	56
Title I	57
Education for Homeless Students	58
Recognition Programs	59
School Recognition Programs	59
Individual Award/Recognition Programs	61
Testing	64
Standardized Testing and Reporting Program	64
California High School Exit Examination	66
California English–Language Development Test	67
Physical Fitness Testing	69
California High School Proficiency Examination	70
General Educational Development	71
National Assessment of Educational Progress	71

Instructional Resources

Educational Grade Span Resources	72
Curriculum Frameworks and Instructional Resources Adoption Processes	73
Curriculum Development and Supplemental Materials Commission	73
Curriculum Frameworks Adoption Process	73
Instructional Materials Evaluation and Adoption Process	75
Standards Maps for Grades Nine Through Twelve	76
Instructional Materials Funding Realignment Program	77

School Libraries.....	79
------------------------------	-----------

Specialized Programs

Special Education.....	83
-------------------------------	-----------

Advisory Commission on Special Education	84
Selected Projects and Programs.....	84
State Special Schools and Services Division	84
Clearinghouse for Specialized Media and Technology	86

Career Technical Education.....	88
--	-----------

Adult Education	91
------------------------------	-----------

Populations	91
Programs	92
Adult Education Learner Distribution by Instructional Program: 2004–05 Through 2007–08.....	93

Educational Options in Public Schools	94
--	-----------

Alternative Schools and Programs of Choice	94
Magnet Programs and Schools.....	94
Diploma Plus High Schools.....	95
Community Day Schools.....	95
Continuation Education	96
County Community Schools.....	96
Home and Hospital Instruction	97
Independent Study	97
Juvenile Court Schools	98
Opportunity Education.....	98
Statewide Enrollment in Educational Options Schools and Programs: 2002–03 Through 2007–08.....	99

Charter Schools	100
------------------------------	------------

Private Instruction	102
----------------------------------	------------

Private School Enrollment as a Percentage of Total Enrollment in California Schools: 1996–97 Through 2007–08.....	103
--	-----

Learning Support

Counseling and Student Support.....	104
--	------------

School Counseling Programs.....	104
Student Support Programs.....	106
Foster Youth Services Programs	107

Safe Schools and Violence Prevention.....	108
--	------------

Child Care and Development Programs	110
--	------------

Child Care and Development Program Appropriations: 2008–09	111
--	-----

Family Literacy Program Appropriations: 2008–09	111
Nutrition Services	112
Local Wellness Policy	112
Meal Programs.....	113
Education and Training	113
Child Nutrition Information and Payment System.....	114
English Learners.....	115
Basic Facts—California Language Census: Spring 2008.....	115
Number of English Learners in California Public Schools: 2003–04 Through 2007–08.....	118
Educational Partnerships	119
Parent/Family Involvement.....	119
Parent Information and Resource Centers.....	121
William F. Goodling Even Start Family Literacy Program.....	122
American Indian Education Centers.....	122
Coordinated School Health	123
Healthy Start	123
California Healthy Kids Survey and California School Climate Survey.....	124
Youth Development.....	125
After School Programs	126
Cal-SAFE	128
CalServe Initiative	128
School Attendance Review Board.....	128
Clearinghouse for Multilingual Documents.....	129
 Facilities and Staffing	
School Facilities	130
Public School Data: 2008–09	130
Public Kindergarten Through Grade Twelve Enrollment Growth: 2008–2013	130
New Construction and Modernization Needs: 2008–2013	130
Basic Construction Data.....	131
State General Obligation Bond History	131
Proposition 1D.....	131
Local School Bonds	132
Class Size	133
K–3 Class Size Reduction.....	133
Class Size Reduction: Grade Nine.....	134
Class Size Penalties	134
Number of Teachers and Average Class Size in California Public Schools: by Grade (2007–08)	135

School Finance

Administrator-to-Teacher Ratio	136
Statewide Average Salaries and Expenditure Percentages: 2006–07	137
Statewide Average Salaries and Expenditure Percentages for the School Accountability Report Card: 2006–07	138
Average Salaries of Public School Teachers: 2005–06	139
2008–09 Education Budget	140
K–12 Education Highlights	140
Table 1: Funding for K–12 Education	141
Chart 1: Sources of Funding for California Schools	141
Chart 2: Proposition 98 Funding per Pupil: 1999–2000 Through 2008–09	142
Changes to Ongoing Proposition 98 Funds	142
Table 2: Changes to Ongoing Proposition 98 Funds	143
One-time Funds	143
Table 3: K–12 Spending from One-time Funds	143
2008–09 Federal Funding Changes	144
State Lottery	146
K–12 Lottery Revenue Allocations: 1985–86 Through 2007–08	147

References

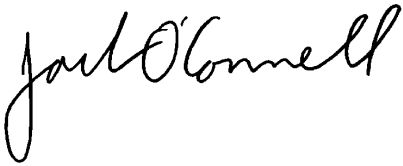
Helpful Contacts for Education Information	148
Calendar of Events: 2009	152

A Message from the State Superintendent of Public Instruction

California public schools comprise the most diverse, challenging, and promising student population in the country. The resources and programs associated with improving our education system are outlined in the *Fact Book 2009*, an annual publication by the California Department of Education. This compendium of statistics and information on a variety of issues concerning education in California is designed to assist educators, legislators, and the general public as well as reporters who are covering education.

The *Fact Book 2009* includes a wealth of data and information about programs in California public schools and at the California Department of Education. In particular, this edition contains an overview of our work to close the achievement gap and, when available, links to specific programs on our Web site.

I appreciate your interest in learning more about California's public education system, and I hope you find the *Fact Book 2009* helpful.

A handwritten signature in black ink, reading "Jack O'Connell". The signature is written in a cursive, flowing style with a large initial "J" and "O".

JACK O'CONNELL
State Superintendent of Public Instruction

Acknowledgments

This report was prepared by Cindy Cunningham in the Office of the State Superintendent of Public Instruction (SSPI), California Department of Education (CDE) with data current as of December 31, 2008. Bobby G. Roy and Jaime Hastings in the Office of the SSPI and CDE Press were instrumental in its development. Additionally, this document was prepared with the support and cooperation of the many CDE staff members whose expertise is represented in these pages; their contributions are greatly appreciated.

You are welcome to duplicate this *Fact Book* as needed. If you have any questions or recommendations for future editions, please contact Cindy Cunningham, Executive Office Manager, at 916-319-0800 or by e-mail at ccunningham@cde.ca.gov.

Fingertip Facts on Education in California

Number of school districts: 2007–08

Unified.....	331
Elementary.....	556
High.....	86
Other.....	77
Total.....	1,050

Number of public schools: 2007–08

Elementary.....	4,944
K–8.....	817
Middle.....	1,261
Junior high.....	32
High.....	1,214
K–12.....	133
Continuation.....	522
Alternative.....	217
Community day.....	372
Special education.....	135
Other.....	473
Total.....	10,129

Number of students in public schools: 2007–08

Kindergarten through grade five.....	2,800,358
Grades six through eight.....	1,456,070
Grades nine through twelve.....	2,011,865
Ungraded programs.....	7,176
Total.....	6,275,469

Number of students in private schools: 2007–08

Total.....	564,734
------------	---------

Number of twelfth-grade graduates: 2006–07

Total.....	356,641
------------	---------

Ethnic distribution of public school students: 2007–08

<i>Ethnicity</i>	<i>Number</i>	<i>Percentage</i>
American Indian or Alaska Native	47,543	0.8
Asian	516,253	8.2
Pacific Islander	39,693	0.6
Filipino	167,385	2.7
Hispanic	3,058,616	48.7
African American	466,141	7.4
White (not Hispanic)	1,790,513	28.5
Multiple or no response	191,325	3.1
Total	6,275,469	100.0

Number of teachers in public schools: 2007–08

Elementary schools.....	157,079
Middle and junior high schools.....	50,441
High schools.....	80,210
Other (includes continuation schools).....	22,631
Total.....	310,361

Ethnic distribution of public school teachers: 2007–08

<i>Ethnicity</i>	<i>Number</i>	<i>Percentage</i>
American Indian or Alaska Native	1,712	0.6
Asian	15,925	5.1
Pacific Islander	862	0.3
Filipino	4,418	1.4
Hispanic	50,051	16.1
African American	13,594	4.4
White (not Hispanic)	219,501	70.7
Multiple or no response	4,298	1.4
Total	310,361	100.0

Average salaries: 2007–08

Full-time teachers

Common administrative districts.....	\$71,940
Elementary districts.....	65,265
High school districts.....	69,362
Unified districts.....	65,425
Statewide average.....	65,808

School site principals

Elementary school level.....	\$98,879
Middle school level.....	105,459
High school level.....	113,593
Unified districts.....	105,799
Statewide average.....	104,773

Superintendents

Common administrative districts.....	\$162,224
Elementary districts.....	135,950
High school districts.....	165,894
Unified districts.....	167,845
Statewide average.....	151,503

Education Agencies

California Department of Education

Belief and Purpose

We believe that the public school system must meet the **comprehensive learning needs** of each student to reach **high expectations**.

Equity of access to quality public education is the right of every student and the responsibility of the State of California.

The Core Purpose of the California Department of Education (CDE) is to lead and support the **continuous improvement of student achievement**, with a specific focus on **closing achievement gaps**.

CDE . . . providing **leadership** for **strong schools** and **equitable outcomes** for *all* students.

Role and Responsibilities

The CDE oversees the state's diverse and dynamic public school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations and reforming and improving public elementary school programs, secondary school programs, adult education, some preschool programs, and child-care programs. The CDE's mission is to provide leadership, assistance, oversight, and resources so that every Californian has access to an education that meets world-class standards. The CDE is committed to working in partnership with local schools to improve student achievement.

The CDE's goals include:

- Holding local educational agencies accountable for student achievement in all programs and for all groups of students.
- Building local capacity to enable all students to achieve state standards.
- Expanding and improving a system of recruiting, developing, and supporting teachers that instills excellence in every classroom—preschool through adult.
- Providing statewide leadership that promotes the effective use of technology to improve teaching and learning.
- Increasing efficiency and effectiveness in administration of kindergarten through grade twelve education, including student recordkeeping and good financial management practices.
- Providing broader and more effective communication among the home, school, district, county, and state.

- Establishing and fostering systems of school, home, and community resources that provide the physical, emotional, and intellectual support that each student needs to succeed.
- Advocating additional resources and flexibility and provide statewide leadership that promotes good business practices so that California schools can target their resources to ensure success for all students.
- Improving the effectiveness and efficiency of the Department.

California Department of Education Organization

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Jack O'Connell

916-319-0800
<http://www.cde.ca.gov/eo>

The State Superintendent of Public Instruction is one of eight statewide constitutional officers in California and holds the only such office that is nonpartisan. The Superintendent is accountable to the people of California for administering and enforcing education laws and regulations and for continuing to reform and improve public elementary and secondary school programs, adult education, and some preschool and child-care programs.

The Superintendent is the executive officer and secretary of the California State Board of Education and the director of the California Department of Education (CDE). The CDE administers California's public education system at the state level. The Superintendent administers the day-to-day operations of the CDE and also is responsible for two schools for the deaf, one school for the blind, and three diagnostic centers.

In addition to serving as a University of California Regent, the Superintendent serves as an ex officio member of the California State University and on the board of the California Commission on Teacher Credentialing and California State Teachers' Retirement System. The Superintendent also has representation on more than 100 boards, commissions, and committees established by the CDE, the Legislature, or the Executive Branch.

CHIEF DEPUTY SUPERINTENDENT
Gavin Payne

916-319-0794
<http://www.cde.ca.gov/re/di/or>

The Chief Deputy Superintendent is responsible for managing and coordinating the functions of all of the Department's branches. He or she provides direction for the development and implementation of a statewide educational strategy for the CDE and oversees specific program and policy operations. The Chief Deputy Superintendent represents the State Superintendent of Public Instruction in working with the U.S. Department of Education, the State Board of Education, the California Legislature, other state boards and commissions, county offices of education, and local school districts.

ASSESSMENT AND ACCOUNTABILITY BRANCH

Deputy Superintendent
Deb Sigman

916-319-0812

<http://www.cde.ca.gov/re/di/or/branch.asp?id=aab>

The Assessment and Accountability Branch is responsible for programs designed to promote district and school accountability for improving student achievement.

The Accountability and Improvement Division oversees the state Categorical Program Monitoring process, providing leadership on compliance and monitoring reviews of major educational categorical programs. This division also exercises policy and program responsibilities for No Child Left Behind (NCLB) Title I, including administering the NCLB State Title I Conference.

The Data Management Division collects, analyzes, and disseminates data about California's public schools and school districts; promotes the effective use of technology in California's schools; and develops and coordinates the California Longitudinal Pupil Achievement Data System (CALPADS), the California Longitudinal Teacher Information Data Education System (CALTIDES), and the California School Information Services (CSIS). The division also administers the Consolidated Application, which is a two-part application and reporting process for multiple state and federal formula-driven categorical program funds submitted by county offices, school districts, and direct-funded charter schools.

The Policy and Evaluation Division supports research and evaluation activities and reports both state and federal accountability results under the Accountability Progress Reporting (APR) System. The APR includes the state Academic Performance Index (API), which measures the academic success of a school on the basis of how much it improves annually, and the federal Adequate Yearly Progress (AYP) and Program Improvement (PI) reports required by NCLB. In addition to producing the School Accountability Report Card and monitoring evaluation contracts, the division also administers state and federal programs that give awards to teachers and schools.

The Standards and Assessment Division develops and administers state testing programs, such as the Standardized Testing and Reporting (STAR) Program, the California High School Exit Examination (CAHSEE), and the California English Language Development Test (CELDT). In addition, the division coordinates other tests for kindergarten through grades twelve, such as the General Educational Development (GED) test, the California High School Proficiency Examination (CHSPE), the Physical Fitness Testing (PFT) Program, and the National Assessment for Educational Progress (NAEP).

CURRICULUM AND INSTRUCTION BRANCH

Deputy Superintendent
Anthony Monreal

916-319-0806

<http://www.cde.ca.gov/re/di/or/branch.asp?id=cib>

The mission of the Curriculum and Instruction Branch is to support schools and districts in their efforts to ensure that all students achieve academic success before graduation

from high school and make a smooth transition to college or a career. Another key mission of the branch is to promote efforts to close the achievement gap among the state's lowest-achieving students. The work of the branch encompasses prekindergarten to adult education. Divisions within the branch support statewide educational reform efforts in standards, accountability, and grade-span initiatives; promote equitable and effective educational programs; support the efforts of educators, families, and members of the community to work together; develop guidelines and a handbook for local educational agencies (LEAs) that support standards-based curricula; and provide technical assistance to help LEAs understand and implement reforms, statutes, and regulations.

The branch is organized in the following divisions: Child Development; Curriculum Frameworks and Instructional Resources; Language Learners and Support; Learning Support and Partnerships; Professional Development and Curriculum Support; Secondary, Postsecondary, and Adult Leadership; and Special Education.

FINANCE, TECHNOLOGY, AND ADMINISTRATION BRANCH

Deputy Superintendent
Susie Lange

916-319-0815

<http://www.cde.ca.gov/re/di/or/branch.asp?id=ftab>

The Finance, Technology, and Administration Branch is responsible for all budget, accounting, contract support, and building maintenance and management for the CDE; personnel services and labor relations for the CDE's staff; apportionment of state and federal resources to local educational agencies (LEAs) and child nutrition and child development providers; assistance to LEAs for all business aspects of public schools; oversight of all state-administered LEAs under Assembly Bill 1200; and information technology support and technical services.

The Finance, Technology, and Administration Branch is organized in the following divisions: Fiscal and Administrative Services, Personnel Services, School Fiscal Services, and Technology Services.

SCHOOL AND DISTRICT OPERATIONS BRANCH

Deputy Superintendent
William Ellerbee, Jr.

916-319-0797

<http://www.cde.ca.gov/re/di/or/branch.asp?id=sdob>

The School and District Operations Branch consists of four divisions: Charter Schools, Nutrition Services, School Facilities Planning, and State Special Schools and Services. The Charter Schools Division is dedicated to developing a premier, innovative charter school system that promotes excellence in education. The Nutrition Services Division provides leadership and support for the delivery of nutritious food to enhance the health, development, and educational potential of California's children, adults, and families. The School Facilities Planning Division assists school districts in creating well-planned kindergarten through grade twelve (K–12) learning environments in safe, clean, and up-to-date school facilities. The State Special Schools and Services Division operates the California Schools for the Deaf and Blind (preschool through grade twelve) and

diagnostic centers, which provide assessment services to special education students for all local educational agencies in California.

POLICY DEVELOPMENT AND EXTERNAL AFFAIRS BRANCH

Deputy Superintendent

916-319-0818

Rick Miller

<http://www.cde.ca.gov/re/di/or/branch.asp?id=pdea>

The Policy Development and External Affairs Branch works with the field and with other CDE branches to identify educational best practices and to better share solutions with practitioners. The branch also attempts to identify and alleviate roadblocks to success that may exist because of current state law or practice.

This branch includes the Communications Division, which is responsible for all public relations and media activities for the State Superintendent of Public Instruction (SSPI) and the CDE in various public and private venues. The Communications Division maintains contact networks with state and national media as well as public information staff in stakeholder organizations, county offices of education, and school districts. The division reflects the SSPI's views in communication with the media and the public and develops media campaigns on selected educational issues. The Communications Division also produces and distributes news releases, news advisories, certificates, salutations, and commendations.

The branch also includes CDE Press, which provides a full range of creative multimedia services to produce and publish the CDE's world-class resources for educators, parents, and educational entities. As the Department's publishing arm for 43 years, CDE Press reaches every state in the nation as well as more than 40 other countries. CDE Press publishes and distributes more educational resources—resources essential to the educational needs of children—than any other state department of education in the nation. Staff members provide such services as writing and editing, layout and design, sales and distribution, and producing the annual *California Public School Directory*. CDE Press, which has received numerous state and national awards for excellence in publishing, also provides services to other state agencies. It is the largest entity of its type in California state government.

The Policy Development and External Affairs Branch also includes the P-16 Policy Development Unit, which supports the California P-16 Council. The council was established by State Superintendent of Public Instruction Jack O'Connell. In 2007, the council was charged with aiding Superintendent O'Connell with his statewide initiative to close the academic achievement gap and identify ways the state can better assist counties, districts, and schools in their efforts to help all children succeed academically. The P-16 Unit provides support to the council by conducting research, coordinating and conducting public meetings and briefings, collecting and disseminating relevant information, and providing presentations on the council's recommendations to close the achievement gap. The P-16 Unit also works in collaboration with other branches and offices within the CDE to assist in the implementation of the council's recommendations.

GOVERNMENT AFFAIRS BRANCH

Deputy Superintendent
Andrea Ball

916-319-0821

<http://www.cde.ca.gov/re/di/or/branch.asp?id=gab>

The Government Affairs Branch develops and advances the legislative and fiscal policy priorities of the CDE and the State Superintendent of Public Instruction. The branch is responsible for providing information and expertise on state and federal policy and fiscal issues and serving as an advocate before the state Legislature and the U.S. Congress. The branch also initiates and maintains contact with education stakeholders concerning CDE goals and programs.

The Government Affairs Branch is organized into the Fiscal Policy Division and the Legislative Affairs Division.

LEGAL AND AUDITS BRANCH

General Counsel
Marsha A. Bedwell

916-319-0860

<http://www.cde.ca.gov/re/di/or/branch.asp?id=la>

The Legal and Audits Branch advises and represents the CDE, the State Superintendent of Public Instruction, and the California State Board of Education on legal matters and legislation regarding department operations and the state special schools. The General Counsel coordinates litigation in state and federal courts and in administrative tribunals. The General Counsel oversees the Audits and Investigations Division, including the external audit response program; internal audits, including audits to determine the economy and efficiency of program operations; and the external audits and investigations program. In addition, the General Counsel oversees the Categorical Programs Complaints Management Unit, which responds to complaints regarding categorically funded programs.

State Board of Education

The State Board of Education (SBE) was established first by statute in 1852, then by amendment to the California Constitution in 1884. Both the Constitution and statutes set forth the SBE's duties. Constitutional duties of the SBE include the appointment of one deputy and three associate superintendents upon nomination of the State Superintendent of Public Instruction (SSPI) and the adoption of textbooks for use in grades one through eight.

By statute, the SBE is the governing and policy-making body of the CDE. The Constitution and statute also assign the SBE a variety of other responsibilities:

- **Regulations**—The SBE adopts rules and regulations for its own government, the government of its appointees, and government of the state's public schools.
- **Standards**—The SBE has approved rigorous statewide academic standards for content and student performance in English-language arts, history-social science, mathematics, science, visual and performing arts, and physical education.
- **Curriculum frameworks**—The SBE adopts curriculum frameworks in reading/language arts, foreign language, history-social science, health, mathematics, physical education, science, and the visual and performing arts. These frameworks are based on previously approved academic standards. In 2007, the SBE also adopted a curriculum framework for career technical education. The frameworks inform and guide the local development and implementation of specific curricula for kindergarten through high school students and serve as the basis for the adoption of instructional materials.
- **Instructional materials**—The SBE adopts instructional materials for kindergarten through grade eight (K–8) in reading/language arts, foreign language, mathematics, science, history-social science, health, and visual and performing arts. The state provides special funding each year to local educational agencies for the purchase of SBE-adopted instructional materials for grades K–8 and locally adopted instructional materials for grades nine through twelve.
- **Waivers**—The SBE considers requests from local educational agencies to waive statutory and regulatory requirements.
- **Assessment**—The SBE adopts tests and sets policies for the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination. The initial California Legislation authorizing the STAR Program was signed into law in 1997. Since that authorization, SBE has designated achievement tests; adopted regulations for STAR; approved and monitored the development of the California Standards Tests (CSTs), the California Alternate Performance Assessment (CAPA), California Modified Assessment (CMA), and the Standards Test in Spanish (STS); and adopted performance level minimums for each of these assessments since 2003. The SBE also established the test administration window for the STAR Program and approved the state's physical performance test, which is administered to students in grades five, seven, and nine.

- **District reorganization**—The SBE reviews and acts on petitions to unify and reorganize school districts by determining whether the petitions meet statutorily established criteria. Upon approval, the SBE sets the area in which local elections on petitions will be held.
- **Charter schools**—The SBE assigns numbers to petitions to establish charter schools under the Charter Schools Act of 1992. Subject to certain conditions and limitations, charter petitions may be submitted as an appeal following district and county denials. All-charter district petitions are submitted directly to the SBE and the State Superintendent of Public Instruction, who have joint approval authority. In addition, the SBE has the authority to approve statewide benefit charter schools that operate at multiple locations throughout the state. As a charter authorizer, the SBE has monitoring and accountability responsibilities for the schools and all-charter districts it approves. The SBE also considers appeals of decisions made by local educational agencies to revoke a charter school's operating petition.
- **No Child Left Behind (NCLB)**—State statute officially designates the SBE as the State Educational Agency (SEA) for federally funded education programs, including NCLB. The SEA has the primary responsibility for overseeing the state's full compliance with complex provisions of federal law, which includes establishing an assessment and accountability system to demonstrate that all students are making adequate yearly progress towards proficiency in English–language arts and mathematics; ensuring that all English learners become proficient in English and reach high academic standards; establishing a plan for all core subject area teachers to meet the “highly qualified teacher” provisions; ensuring that all students will be educated in environments that are safe, drug-free, and conducive to learning; and adopting the goal of all students graduating from high school.
- **Funding allocations**—As prescribed by state and federal law, the SBE approves allocation of certain state and federal funding sources.
- **Study and planning**—The SBE is authorized to study the educational conditions and needs of the state and plan improvement of the administration and efficiency of public schools. When authorized by statute, the SBE approves certain program plans for CDE.

Ten of the SBE's 11 members are appointed by the Governor to four-year, staggered terms that are subject to confirmation by a two-thirds vote of the Senate within one year of appointment. The eleventh member, also appointed by the Governor and subject to Senate confirmation, is a California public high school student who serves a one-year term. The student member enjoys full voting rights and all other rights and privileges of SBE membership.

For more information, please contact the SBE at 916-319-0827. Additional information is available on the SBE Web page at <http://www.cde.ca.gov/be/>.

State Board of Education Roster

Name	Took Office	Term Expires
Mr. Ted Mitchell, President	March 20, 2007	January 15, 2010
Ms. Ruth Bloom, Vice President	January 29, 2004	January 15, 2011
Mr. Jim Aschwanden	September 6, 2006	January 15, 2012
Ms. Rae Beslisle	March 11, 2009	January 15, 2013
Dr. Yvonne Chan	May 2, 2005	January 15, 2012
Mr. Gregory Jones	March 12, 2008	January 15, 2012
Dr. David P. Lopez	July 12, 2006	January 15, 2010
Mr. Johnathan Williams	February 18, 2004	January 15, 2011
Mr. Jorge Lopez	May 6, 2009	January 15, 2013
Vacant		
Ms. Sophie Angelis, 2008–2009 Student Member	March 11, 2009	July 31, 2009

California State Board of Education

1430 N Street, Room 5111
Sacramento, CA 95814-5901
916-319-0827

<http://www.cde.ca.gov/be>

County Offices of Education

There are 58 county offices of education that provide services to the state's school districts. The county offices have elected governing boards and are administered by elected or appointed county superintendents.

The county superintendent is responsible for examining and approving school district budgets and expenditures. The passage of Assembly Bill 1200 (1991) gave the county superintendent additional powers to enforce sound budgeting to ensure the fiscal integrity of the district. The superintendent is also responsible for calling school district elections and assisting with school district emergencies by providing necessary services.

County offices of education support school districts by performing tasks that can be done more efficiently and economically at the county level. County offices provide or help formulate new curricula, staff development and training programs, and instructional procedures; design business and personnel systems; and perform many other services to meet changing needs and requirements. When economic or technical conditions make county or regional services most appropriate for students, county offices provide a wide range of services, including special and vocational education, programs for youths at risk of failure, and instruction in juvenile detention facilities.

In addition, several statutes now give county offices of education responsibility for monitoring districts for adequate textbooks, facilities, and teacher qualifications.

Local Control

Although the California public schools system is under the policy direction of the Legislature, more local responsibility is legally granted to school districts and county education officials than to other government entities and officials.

Statutes relating to school districts, county boards of education, and county superintendents of schools operate differently from any other California statutes. Because the plenary power to make state policy and law rests with the Legislature, the general rule of law is that an agency of government is permitted to do only that which is authorized by statute; it cannot undertake any program or activity simply because it is not prohibited. In 1972, however, the voters amended the California Constitution. As a result, the general rule has been altered only for school districts. Thus, laws relating to local schools occupy a unique constitutional position.

Under this “permissive education code,” as long as a statute does not prohibit a program or activity and it is consistent with the purposes for which school districts are established, it can be undertaken. In other words, it is constitutionally unnecessary to enact any statutes that merely allow or permit school districts, at their discretion, to do something.

Education Statistics

California Basic Educational Data System

The California Basic Educational Data System, otherwise known as CBEDS, is a system for collecting and sharing demographic data about students, schools, school districts, and classified and professional education staff in the California public school system in kindergarten through grade twelve (K–12). The data are collected once a year on the first Wednesday in October, which is designated as “Information Day.”

The data are collected on three different forms. Each district and county office of education completes a form providing information about classified staff, estimated teacher hires, grading requirements, gifted and talented education (GATE), and interdistrict transfers. Each public school completes a form providing information about classified staff, educational options, enrollment in selected high school courses, career technical education enrollment, technology, and educational calendars. Finally, for each certificated staff member, data are collected about age; ethnic designation; gender; highest education level; years of service; employee status; time base; type of teaching credential; authorized teaching areas; and assignment information, which consists of enrollment, grade level, University of California/California State University requirements, and No Child Left Behind (NCLB) core and compliance data for each course taught.

School enrollment by grade level, gender, and ethnic designation and graduates, dropouts, and NCLB graduate and dropout data, previously collected through CBEDS, are collected at the individual student level using Statewide Student Identifiers (SSIDs). These data are aggregated up to the school level and then combined with data collected through CBEDS for reporting purposes.

A number of alternatives are available to school districts for submitting the required data. Paper submission is an option for small districts submitting certificated staff data. The rest of the districts submit data in computer files. For school and certificated staff data submission, data entry assistance programs are available on CD-ROM.

CBEDS was originally designed to produce state and federal reports required by the California *Education Code* and by federal statutes. CBEDS is also used to compute funding for many state programs, including Instructional Materials, Career Technical Education, Safe and Drug-Free Schools, Healthy Start Support Services grants, and the California Technology Assistance Project.

CBEDS data are available to schools, districts, parents, government groups, control agencies, California Department of Education (CDE) staff, the media, and the general public. The public may view data in a variety of formats from the CBEDS Web page at <http://www.cde.ca.gov/ds/sd/cb>.

- DataQuest lets users create their own reports of demographic data for public schools, districts, counties, or the state.
- Demographic reports are viewable and show trends in demographic data for California public schools, K–12.
- Demographic data files are compressed data files in database format (DBF) that can be downloaded for California public schools, K–12.

For more information, contact the Educational Demographics Office at 916-327-0219 or by e-mail at eddemo@cde.ca.gov. Additional information can be found on the Data and Statistics Web page at <http://www.cde.ca.gov/ds>.

Enrollment in California Public Schools:
2005–06 Through 2007–08

Grade Level	Number of Schools (2007–08*)	Enrollment			Increase or Decrease in Enrollment	
		2005–06	2006–07	2007–08	2005–06 to 2006–07	2006–07 to 2007–08
Kindergarten	5,914	458,440	454,771	454,743	-0.8%	-0.01%
Grade 1	5,968	473,241	477,519	471,770	0.9%	-1.2%
Grade 2	6,004	469,552	466,050	471,398	-0.75%	1.15%
Grade 3	6,013	471,246	467,943	465,121	-0.7%	-0.6%
Grade 4	6,043	477,836	470,625	467,305	-1.51%	-0.71%
Grade 5	6,070	485,857	478,796	470,021	-1.45%	-1.83%
Grade 6	4,459	489,655	485,899	478,685	-0.77%	-1.48%
Grade 7	2,975	491,516	492,883	487,331	0.28%	-1.13%
Grade 8	3,029	489,567	491,883	490,054	0.47%	-0.37%
Ungraded Elementary [†]	171	30,881	3,393	3,321	-89.01%	-2.12%
Grade 9	2,375	547,014	545,040	541,650	-0.36%	-0.62%
Grade 10	2,526	515,761	517,873	513,707	0.41%	-0.8%
Grade 11	2,544	467,304	487,493	488,227	4.32%	0.15%
Grade 12	2,484	423,289	443,121	468,281	4.69%	5.68%
Ungraded Secondary [†]	107	21,277	3,654	3,855	-82.83%	5.5%
Total ^{††}	10,129	6,312,436	6,286,943	6,275,469	-0.4%	-0.18%

*Number of schools that reported enrollment in each grade

[†]The definition of a student in ungraded elementary and ungraded secondary schools was redefined in 2005-06

^{††}Does not include enrollment from nonpublic, nonsectarian schools

Source: CBEDS data collection, CDE Educational Demographics (October 2005, 2006, and 2007)

Enrollment and Number of California Public Schools by Grade Span: 2007–08*

Elementary Schools		
Grade	Number	Enrollment
K	28	4,571
K–1	21	4,305
K–2	48	16,717
K–3	86	30,763
K–4	89	38,729
K–5	2,477	1,379,144
K–6	1,928	1,087,186
K–7	42	16,932
K–8	658	293,276
1–5	19	12,170
1–6	11	5,582
3–5	25	11,200
3–6	11	5,023
4–5	16	5,683
4–6	15	6,238
4–8	17	5,133
Other [†]	276	112,586
Total	5,767	3,035,238

Middle/Junior High Schools		
Grade	Number	Enrollment
4–8	14	6,304
5–8	55	34,019
6–8	821	766,934
7–8	304	251,487
Other [†]	98	65,897
Total	1,292	1,124,641

Kindergarten–Grade 12 Schools		
Grade	Number	Enrollment
K–8	11	2,556
K–12	69	51,674
Other [†]	52	20,462
Total	132	74,692

High Schools		
Grade	Number	Enrollment
6–12	23	13,649
7–12	53	40,352
8–12	20	31,124
9–9	14	2,430
9–11	25	14,284
9–12	914	1,519,167
10–12	11	7,100
Other [†]	146	196,552
Total	1206	1,824,658

Community Day Schools		
Grade	Number	Enrollment
6–8	20	339
7–8	35	255
7–12	36	3,885
8–8	10	41
8–12	16	753
9–11	10	129
9–12	35	2,859
10–12	42	322
Other [†]	168	2,931
Total	372	11,514

Alternative Schools		
Grade	Number	Enrollment
K–8	15	2,871
K–12	23	7,527
7–12	14	4,213
9–12	71	17,646
Other [†]	106	19,801
Total	229	52,058

Continuation High Schools		
Grade	Number	Enrollment
8–12	10	1,575
9–10	11	382
9–12	210	32,450
10–12	171	24,674
11–12	64	4,969
Other [†]	57	7,596
Total	523	71,646

Nonpublic Nonsectarian School [§]	
	Enrollment
Total	13,965

All Other School Types ^{††}		
Grade	Number	Enrollment
K–12	34	15,874
6–12	17	7,258
7–12	53	7,086
8–12	24	2,753
9–12	23	2,494
Other [†]	172	31,592
Total	323	67,057

State Totals		
	Number	Enrollment
All schools	10,129	6,275,469

*Grade span is the range of grade levels for which a school has reported enrollment. It may not represent all grade levels that a school supports. For instance, a small school may serve grades K–6, but if no kindergartners were enrolled in 2007–08, the grade span would be 1–6.

[†]Represents schools with various grade spans that are uncommon (fewer than 10 schools with those particular grade spans).

^{††}Includes juvenile hall/court, county community, opportunity, California Education Authority, special education, and state special schools.

[§]Nonpublic nonsectarian schools (NPSs) are CDE-certified private, nonsectarian schools that enroll individuals with exceptional needs that the district cannot provide services for. Prior to October 2006, data collected for students at NPSs were reported at the student's home school.

Source: CBEDS data collection, CDE Educational Demographics (October 2007)

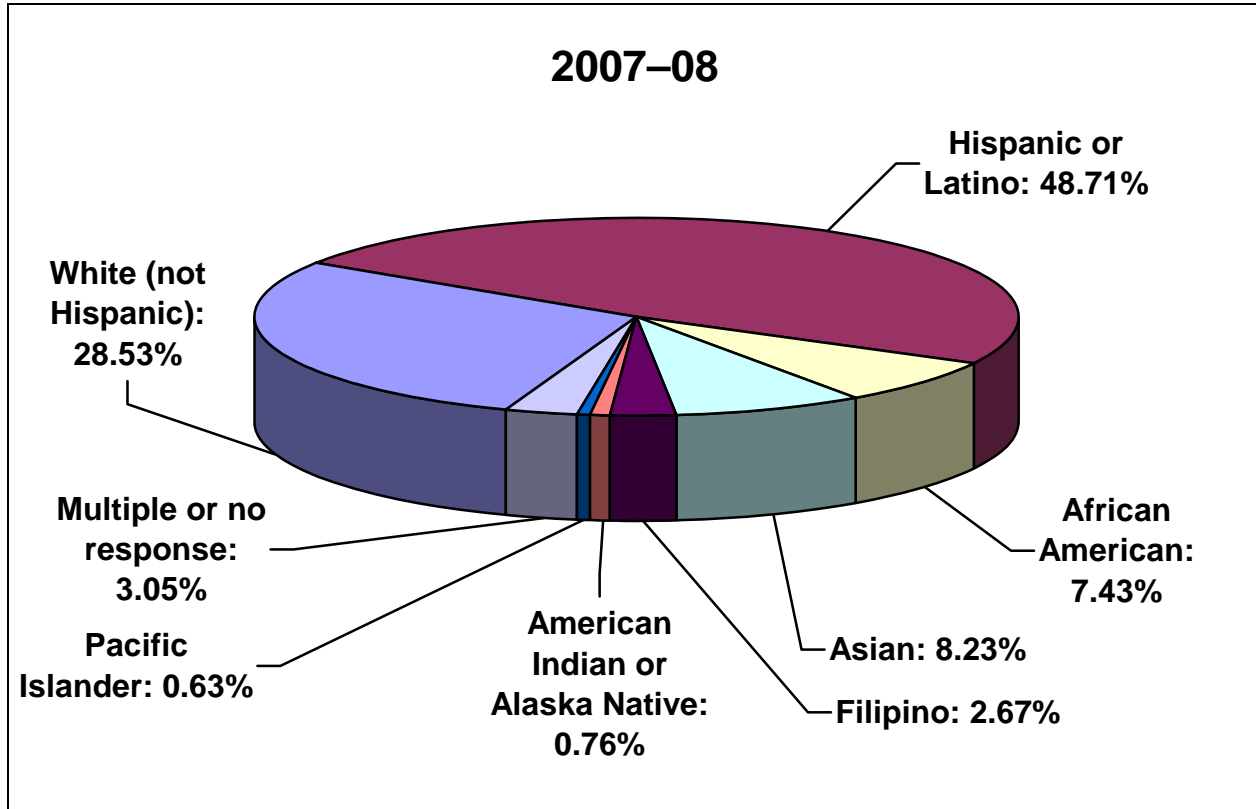
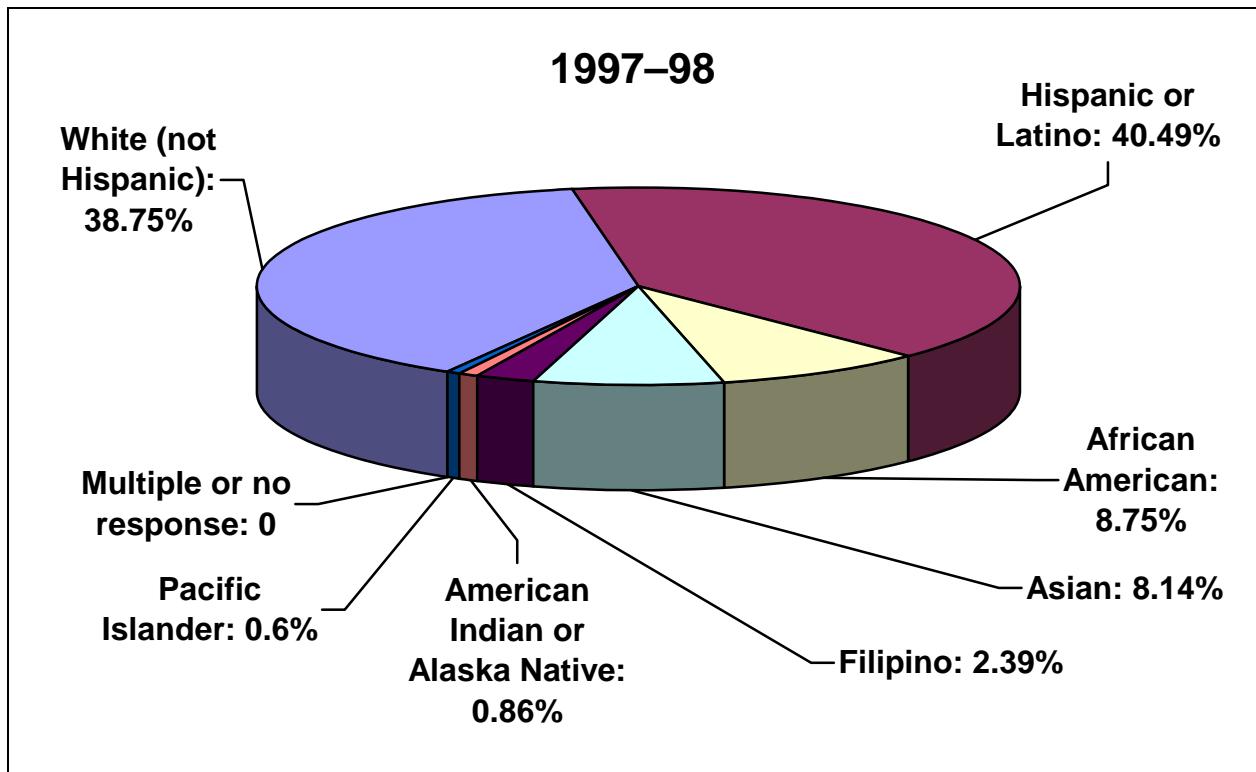
California's Largest and Smallest Public School Districts: 2007-08
(Includes County Offices of Education)

Rank	County	District	Enrollment	Statewide Cumulative Enrollment	
1	Los Angeles	Los Angeles Unified	693,680	693,680	11.05%
2	San Diego	San Diego Unified	131,577	825,257	13.15%
3	Los Angeles	Long Beach Unified	88,186	913,443	14.56%
4	Fresno	Fresno Unified	76,460	989,903	15.77%
5	Sacramento	Elk Grove Unified	62,294	1,052,197	16.77%
6	Orange	Santa Ana Unified	57,061	1,109,258	17.68%
7	San Bernardino	San Bernardino City Unified	56,727	1,165,985	18.58%
8	San Francisco	San Francisco Unified	55,069	1,221,054	19.46%
9	Orange	Capistrano Unified	52,390	1,273,444	20.29%
10	Riverside	Corona-Norco Unified	51,322	1,324,766	21.11%
11	Orange	Garden Grove Unified	48,669	1,373,435	21.89%
12	Sacramento	Sacramento City Unified	48,446	1,421,881	22.66%
13	Sacramento	San Juan Unified	47,400	1,469,281	23.41%
14	Alameda	Oakland Unified	46,431	1,515,712	24.15%
15	Riverside	Riverside Unified	43,560	1,559,272	24.85%
16	San Diego	Sweetwater Union High	42,591	1,601,863	25.53%
17	San Bernardino	Fontana Unified	41,959	1,643,822	26.19%
18	San Joaquin	Stockton Unified	38,408	1,682,230	26.81%
19	Kern	Kern Union High	37,341	1,719,571	27.40%
20	Riverside	Moreno Valley Unified	37,126	1,756,697	27.99%
1031	Siskiyou	Klamath River Union Elementary	16	6,275,258	
1032	Siskiyou	Forks of Salmon Elementary	16	6,275,274	
1033	Riverside	Desert Center Unified	16	6,275,290	
1034	Kern	Linns Valley-Poso Flat Union	15	6,275,305	
1035	Tuolumne	Chinese Camp Elementary	14	6,275,319	
1036	Shasta	Indian Springs Elementary	14	6,275,333	
1037	Trinity	Cox Bar Elementary	14	6,275,347	
1038	Shasta	French Gulch-Whiskeytown Elementary	13	6,275,360	
1039	Trinity	Coffee Creek Elementary	12	6,275,372	
1040	Tehama	Elkins Elementary	12	6,275,384	
1041	Humboldt	Green Point Elementary	12	6,275,396	
1042	Sonoma	Kashia Elementary	11	6,275,407	
1043	Lassen	Ravendale-Termo Elementary	11	6,275,418	
1044	Siskiyou	Bogus Elementary	11	6,275,429	
1045	Kern	Blake Elementary	10	6,275,439	
1046	Marin	Union Joint Elementary	9	6,275,448	
1047	Humboldt	Maple Creek Elementary	9	6,275,457	
1048	San Benito	Panoche Elementary	7	6,275,464	
1049	Sierra	Sierra County Office Of Education	4	6,275,468	
1050	Alpine	Alpine County Office Of Education	1	6,275,469	

The statewide total enrollment is 6,275,469.

Source: CBEDS data collection, CDE Educational Demographics (October 2007)

California Schools' Ethnic Makeup



Source: CBEDS data collection, CDE Educational Demographics (October 1997 and 2007)

Teacher Credentials and Experience: 2000–2001 Through 2007–08

Credentials													
Year	Number of teachers	Full credential	%	NBC*	%	University intern	%	District intern	%	Emergency	%	Waiver	%
2000–01	301,361	258,934	85.9	786	0.3	4,205	1.4	2,179	0.7	34,670	11.5	3,348	1.1
2001–02	306,940	265,201	86.4	1,308	0.4	4,867	1.6	2,384	0.8	32,523	10.6	3,020	1.0
2002–03	309,773	272,464	88.0	1,960	0.6	6,128	2.0	2,587	0.8	26,061	8.4	2,272	0.7
2003–04	305,855	277,716	90.8	2,644	0.9	7,816	2.6	2,452	0.8	15,028	4.9	1,237	0.4
2004–05	306,548	286,149	93.3	3,087	1.0	10,484	3.4	2,884	0.9	10,847	3.5	1,360	0.4
2005–06	307,864	290,025	94.2	3,379	1.1	7,668	2.5	2,690	0.9	9,922	3.2	1,298	0.4
2006–07	308,790	293,241	95.0	3,659	1.2	7,940	2.6	2,776	0.9	13,717	4.4	1,119	0.4
2007–08	310,361	294,898	95.0			7,722	2.5	2,831	0.9	10,301	3.3	1,157	0.4

Note: Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages shown on this report will not add up to 100%.

*National Board Certification

Experience				
Year	Average years teaching	Average years in district	Number of first-year teachers	Number of second-year teachers
2000–01	12.6	10.3	24,824	21,005
2001–02	12.7	10.3	21,586	21,202
2002–03	12.7	10.4	17,816	20,139
2003–04	12.7	10.4	18,039	16,513
2004–05	12.7	10.4	19,246	16,200
2005–06	12.7	10.4	20,628	17,458
2006–07	12.7	10.5	19,133	18,436
2007–08	12.8	10.5	18,665	17,471

Teachers in Selected Age Groups: 2007–08

Age group	Number of teachers	Percentage of teachers
Over 55	66,650	21.5
46 to 55	76,095	24.5
Under 46	167,129	53.8
Not reported	487	0.2
Total	310,361	100.0

Source: CBEDS data collection, CDE Educational Demographics (October 2007)

Full-Time Equivalent Pupil Services Staff in California Public Schools:
1997-98 Through 2007-08

Type of staff	1997-98		2002-03		2007-08	
	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students
Counselors	6028	1:950	7224	1:864	9154	1:686
Psychologists	3388	1:1690	4160	1:1501	4726	1:1328
Librarians	942	1:6080	1375	1:4542	1253	1:5008
Social workers	159	1:36021	256	1:24393	401	1:15650
Nurses	2389	1:2397	2725	1:2292	2829	1:2218
Speech/language/hearing specialists	1582	1:3620	4786	1:1305	5135	1:1222
Resource specialists	831	1:6892	908	1:6877	1981	1:3168
Other	3241	1:1767	3826	1:1632	4241	1:1480
State totals	18560		25260		29720	

Source: CBEDS data collection, CDE Educational Demographics (October 1997, 2002, and 2007)

*Full-time equivalent staff calculation represents the sum of the full-time positions as a decimal equivalent.

Number of Computers Used for Instruction-Related Purposes
and Number of California Public School Classrooms
with Internet Access: 2007-08

Type of school	Number of schools	Enrollment	Number of computers	Number of students per computer	Number of classrooms with Internet
Elementary schools	5,770	3,038,613	688,747	4.41	169,003
Middle and junior high schools	1,293	1,125,296	281,062	4.00	57,299
High schools	1,214	1,829,482	445,682	4.10	89,054
Continuation and alternative schools	739	116,454	38,784	3.00	7,105
Other	1,113	165,624	49,377	3.35	13,369

Source: CBEDS data collection, CDE Educational Demographics (October 2007)

K-12 High-Speed Network Connectivity

Type of entity	Number	Percent
County offices of education	58	100
School districts	855	86
Schools	7,767	79

Source: K-12 High-Speed Network dataLINK

Requirements

Compulsory Education and Minimum School-Admission Age

State law requires all minors ages six years and older to attend school. Sixteen- and seventeen-year-olds who have graduated from high school or have passed the California High School Proficiency Examination and obtained parental permission to leave school are the exception.

Children younger than sixteen years of age must attend school full-time. Schools are generally required to provide a minimum of 180 instructional days. Further, the law specifies a minimum number of minutes of attendance by grade level. Several full-time and part-time alternatives to regular high school are available to sixteen- and seventeen-year-olds, including “continuation” classes, regional occupational programs, and adult education courses.

Kindergarten

Kindergarten attendance is not required by law, but parents have the right to enroll their eligible children in public kindergarten once the children have reached the appropriate age. Schools must admit children who have reached age five on or before December 2 of that school year. Admission must occur at the beginning of the school year or whenever a student moves into the school district.

For more information regarding kindergarten enrollment, visit the Kindergarten Web page at <http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp>.

First Grade

In order to enter public school first grade in September, a child must reach age six on or before December 2 of the school year. Some exceptions may apply, but no child may be admitted to first grade who has not attained at least age five. Children who are at least five years old and are enrolled in a public school kindergarten may be placed in first grade at any time if they meet district criteria that demonstrate exceptionally advanced development for age. At the discretion of the receiving district, children transferring from one district to another or from out of state, may be placed in the same grade in the receiving district as they were enrolled in the sending district. Children enrolling in public school after completing one year of kindergarten at a private school may be admitted to first grade at the discretion of the district.

For more information regarding compulsory education and enrollment age, please contact the Elementary Education Office at 916-319-0839. Additional information is available on the CDE Elementary Web page at <http://www.cde.ca.gov/ci/gs/em>.

Immunization and Health Checkup

California law requires children to be immunized. Children are exempt from immunization requirements if (1) their parents sign a statement indicating that such immunization is contrary to their beliefs; or (2) the parents submit a statement from a physician indicating that immunization is not considered safe for the child. An exemption may be temporary or permanent and may be for specific vaccines or all vaccines.

The federal McKinney-Vento Homeless Assistance Act requires schools to enroll students who are homeless without requiring proof of immunization. California law requires schools to immediately enroll foster children even if a foster child is unable to produce immunization records normally required for school entry. Once a homeless student or a foster child is enrolled, school staff should work with local health departments to ensure these students receive any vaccinations they may need.

State law also requires each child's family to provide, within 90 days of entrance into the first grade, a certificate documenting that the child has received a health checkup within the previous 18 months. Parents may waive the health checkup requirement because they do not want to or are unable to obtain a health screening for their child. If the waiver indicates that the parents were unable to obtain such services, the reasons must be included in the waiver. School districts must exclude any first-grader for up to five days if the child has neither a health examination certificate nor a parental waiver 90 days after entering the first grade.

Some children may be eligible for a state-paid examination. Referrals to doctors and clinics are provided on request by the Child Health and Disability Prevention (CHDP) Program coordinator of the local health department. Children through age eighteen may receive a free checkup funded by CHDP if their families meet specific income guidelines. Most county health departments have a CHDP coordinator who can advise parents regarding eligibility.

All children under eighteen years of age that enter a California public or private elementary or secondary school for the first time or transfer between schools must present a written immunization record that includes at least the month and year of receipt of each dose of required vaccines (or an exemption to the immunization requirements). Otherwise, the child will not be allowed to attend school.

To meet California's school entry requirements, children entering kindergarten will need a total of five DTP (diphtheria, tetanus, and pertussis) immunizations; four polio immunizations; two MMR (measles, mumps, and rubella) immunizations; three hepatitis B immunizations; and one varicella (chicken pox) immunization. Students entering grade seven must show proof of three hepatitis B immunizations and a second measles (or MMR) shot. Students entering grade seven can be admitted if they have had at least the first in the three-shot hepatitis B series providing the remaining shots are completed when due. All students from out of state must show proof of varicella immunization.

Contact local county health departments for more specific information on requirements relating to the number of vaccine doses and the ages at which vaccines are to be given. In some cases, in addition to the month and year of the immunization, the day is also required. Some counties now require that students entering school at specific grade levels show the results of tuberculosis skin tests.

For more information regarding immunization and health checkup requirements, please contact your school district, county office of education, or county health department. You may also view the California Department of Public Health Immunization Branch Web page at <http://www.cdph.ca.gov/programs/immunize/Pages/default.aspx> (Outside Source).

Oral Health Assessment Program

Effective January 1, 2007, students in their first year in public school must submit proof of oral health assessments. The assessments must be performed by a licensed or registered dental health professional, and proof of assessment is due on an annual basis by May 31.

Assembly Bill 1433, signed into law by the Governor on September 22, 2006, established this requirement (*Education Code* Section 49452.8). The law states that schools must send notification of the new assessment requirement to parents or legal guardians. A sample notification letter and standardized assessment form for local educational agency use is available on the CDE Oral Health Assessment Web page at <http://www.cde.ca.gov/ls/he/hn/oralhealth.asp>. The form includes a section that parents or guardians may complete for exemption from the oral health assessment requirement. The sample notification letter and standardized assessment form have been translated into multiple languages and are also available on the aforementioned Web page.

Each district is responsible for aggregating the data received from pupils and for sending an annual report (by December 31) to the respective county office of education. The law states that the county office shall maintain the data in a manner that allows for its release upon request.

If you have questions related to the implementation of *Education Code* Section 49452.8, please contact the School Health Connections Office at 916-319-0914 or by e-mail at schoolhealth@cde.ca.gov.

Public Access

The subjects explained here include some of the most frequently asked questions concerning public access and the California *Education Code* (EC).

Public Records Act—Government Code Section 6250 et seq.

Public records include any written information that is prepared, owned, used, or retained by any state or local agency (such as a county, city, or school district) and is related to the conduct of public business, regardless of the physical form or characteristics of the public business. Public records are open to inspection at all times during the office hours of the state or local agency. Every person has the right to inspect any public record and obtain a copy for a fee unless, pursuant to specific statutory standards, it must be kept confidential. Agency regulations may be adopted stating the procedures to be followed when making records available.

Open Meetings (Brown Act)—Government Code Section 54950 et seq. and EC sections 35145 and 35145.5

Generally, public agencies are required by law to conduct their business in an open forum. However, the Legislature recognizes the need for agencies to meet, on occasion, in private forum. For example, certain matters concerning personal privacy of public employees or litigation strategy are more appropriately discussed in a closed (rather than open) session.

Agencies are required to provide agendas at least 72 hours prior to each regular meeting; the agenda must contain a brief description of each item to be considered. Local bodies are required to take steps to ensure public participation in the meetings. Minutes shall be taken and are public records. Boards shall adopt regulations governing the procedures to be followed to (1) ensure that members of the public may include items on the agenda for consideration; and (2) permit the public to address the board regarding items on the agenda as they are deliberated. These regulations do not preclude the board from addressing matters that are not on the agenda but that a member of the public wishes to bring before the board, provided that no action is taken on such matters at the same meeting during which the testimony is taken.

Civic Center Act—EC Section 38130 et seq.

Every public school facility is considered a civic center where citizens, school-community councils, and clubs as well as senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of school facilities and grounds upon certain terms and conditions deemed proper by the governing board and subject to specified limitations, requirements, and restrictions set forth within the law.

Pupil Records—*EC* Section 49060 et seq.

Except for certain directory information, such as students' names, addresses, telephone numbers, and certain other information that is disclosable by the school district, pupil records cannot be disclosed without parental consent (except to certain specified governmental entities and school employees). Parents have absolute right of access to their children's records and may formally challenge the contents. School districts and private schools are required to transfer pupil records to each other when students change schools. School districts must notify parents of their rights under the pupil records law (*EC* Section 49063).

Grades—*EC* sections 49066 and 49070(b)

The grade given to a pupil by the teacher of the course (in the absence of clerical or mechanical error, bad faith, incompetency, or fraud) shall be final. Neither the local governing board nor superintendent shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Promotion and Retention—*EC* sections 48070 and 48070.5

School districts shall adopt policies regarding the promotion and retention of students pursuant to the standards in *EC* Section 48070.5. The student's parent shall be given an opportunity to consult with the school principal and the responsible teacher or teachers before a decision to promote or retain is made and to appeal the decision. There will be notification when a student is identified as being at risk of retention.

The text of these laws is available on the California Law Web site at <http://www.leginfo.ca.gov/calaw.html> (Outside Source).

Immigration Status of Students: Proposition 187 of 1994 and the Welfare Reform Act of 1996

The immigration status of students in California has been the subject of a variety of laws and legal challenges. Current law states that school-age children who reside in California must not be denied a free public education based on citizenship status. Resident students are required by statute to attend public school from ages six to eighteen.

Plyler v. Doe

On September 27, 1981, the California State Board of Education (SBE) filed an *amicus curiae* brief with the U.S. Supreme Court in the case of *Plyler v. Doe*, 457 US 202 (1982). In arguing against Texas statutes that denied public school enrollment and withheld state funds from local school districts for children “illegally admitted” to the United States, the SBE stated:

As educators concerned with the provision of quality education for all children and for the improvement of society through an educated population, the California State Board of Education believes strongly that there is no rational educational or fiscal purpose in excluding children of illegal aliens from receiving the educational opportunities available to all other children. (27)

Consistent with the SBE’s position, the U.S. Supreme Court held the Texas statute unconstitutional because it violated the equal protection clause of the Fourteenth Amendment to the U.S. Constitution, which protects “any person,” not just “any citizen.” Because the *Plyler* decision applies to every state and is still valid, the same test of constitutionality applies to any state law that conditions California school attendance on citizenship.

In 1994, California voters enacted Proposition 187, which placed severe restrictions on benefits provided to illegal immigrants. This proposition was challenged in court and determined to be unconstitutional and unenforceable, based on the *Plyler* case. (See *Educ. Code* sec. 48215; *League of United Latin American Citizens v. Wilson* (CD Cal. 1997) 997 F.Supp. 1,244.)

Welfare Reform Act of 1996

Provision of public services to immigrants is addressed in the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Certain public health and welfare benefits are denied to aliens who are not “qualified” under the terms of the Act. This prohibition does not extend to basic public education. Section 433(a)(2) of Title IV (*U.S. Code*, Title 8, Section 1643[a][2]) specifically states, “Nothing in this title may be construed as addressing alien eligibility for a **basic public education** [emphasis

added] as determined by the Supreme Court of the United States under *Plyler v. Doe* (457 U.S. 202)(1982).”

However, in 1997, federal immigration law was changed to say that a non-immigrant foreign student could only obtain an F-1 student visa to study in the U.S. if the student paid the school of attendance a fee equal to the cost of educating the student. A school that wishes to accept such students must file an application and be approved to admit foreign students. (8 *U.S. Code* Section 1184[m][1][B]; 8 *CCR* Section 214.3.)

Although a California school is not required to inquire about immigration status, once the school knows a student is not a citizen, the student should be directed to pay the fee required by federal law.

High School Graduation and College Admission Requirements

Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated graduation course requirements (the state minimums) follow:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of foreign language or visual and performing arts

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 years of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements. Beginning in the 2005–06 school year, students must pass the California High School Exit Examination to receive a high school diploma. (Please refer to the Testing section for information on this requirement and two methods of earning a high school diploma or its equivalent: the California High School Proficiency Examination and the General Educational Development test.)

College Admission Requirements

Students planning to apply to a four-year California public university are required to complete course work that exceeds the state-mandated requirements for high school graduation.

High school students applying to a campus of the California State University (CSU) system or the University of California (UC) must complete four years of college-preparatory English; three years of mathematics, including algebra, geometry, and intermediate algebra; two years of history–social science; two years of laboratory sciences; two years of the same foreign language; one year of visual and performing arts; and one year of academic electives.

The UC recommends that students applying for freshman admission complete three additional years of advanced study: one each in mathematics, science, and foreign language. The list of courses at each California high school, certified by the UC system as meeting its freshman admission course requirements, is located on the UC Web site at <https://doorways.ucop.edu/list> (Outside Source). For additional information about the specific courses approved for admission by the CSU and the UC, review the admissions

requirements for each system on the California Colleges Web site at <http://www.californiacolleges.edu> (Outside Source). The site also has extensive resources on planning for college.

For more information on high school graduation and college admission requirements, please contact the Intersegmental Relations Office at 916-323-6398. Additional information is available on the CDE Graduation Requirements Web page at <http://www.cde.ca.gov/ci/ga/hs/hsgtable.asp>.

State Board of Education Waivers

A waiver is a grant of authority by the State Board of Education (SBE) to a governing board of a district, county office of education (COE), or special education local plan area (SELPA) to provide an **alternative to a legal mandate or prohibition**.

General Waiver (Authority granted to the SBE by California *Education Code* [EC] sections 33050–33054)

The SBE may waive all *EC* and *California Code of Regulations* (Title 5) provisions except those listed in *EC* Section 33050(a)(1 to 20). Exceptions include many of the attendance accounting and revenue limit sections, class-size reduction programs (kindergarten through grade three), and all Standardized Testing and Reporting testing provisions. Any new law or regulation may be waived under this provision unless the bill adds that particular statute to the list of exceptions or contains specific language that the new statute “may not be waived by the SBE.” The local process for general waivers requires proper notice of a local public hearing, participation of the local bargaining unit, and participation by any school site council or other advisory body appropriate to the topic.

Any and all general waivers **must be approved, except** when the SBE finds **one or more** of the following seven reasons to deny them:

- The students’ educational needs are not adequately addressed.
- The waiver affects a program that requires the existence of a school site council, and the school site council did not approve the request.
- The appropriate councils or advisory committees, including bilingual advisory committees, did not have adequate opportunity to review the request, and the request did not include a written summary of any of these groups’ objections to the request.
- Pupil or school personnel protections are jeopardized.
- Guarantees of parental involvement are jeopardized.
- The request would substantially increase state costs.
- The exclusive representative of employees, if any, was not a participant in the waiver’s development.

If a general waiver is approved for two consecutive years for the same waiver (or for an initial period of two years), the district or COE is given a “permanent” waiver, and it does not need to reapply annually “if information contained on the request remains current” (*EC* Section 33051[c]). However, the SBE may require updated information or rescind these waivers at any time. General waivers (if properly completed and documented) that the SBE has not acted on within two regular meetings are automatically approved “by default” for a period of one year, commencing on the first day of the following month (*EC* Section 33052).

Specific Waivers (Authority found in many other *EC* sections)

This type of waiver is usually limited to a specific type of program. For example, most waivers for students with disabilities, which must show a benefit to a child based on his or her individualized education program, can be granted under the authority of *EC* Section 56101. Some waivers also have specific limitations as to the length of time that they can be granted.

Federal Waivers (Authority found in federal statute)

Since 2002, the federal No Child Left Behind (NCLB) Act, Title I, has allowed the SBE to grant waivers of portions of that federal statute. The SBE has been designated as the state educational agency for purposes of these waivers. These waiver authorities are found throughout the entire statute, similar to the specific waivers of California statute.

Instructional Materials Fund Petitions (Authority found in *EC* sections 60200[g] and 60421[d])

Petitions for expenditure of restricted instructional materials funds on nonadopted instructional materials are very similar to waivers; however, there is a separate process set in statute for such requests.

For further information regarding SBE waivers, contact the CDE Waiver Office at 916-319-0824. Additional information is available on the CDE Waivers Web page at <http://www.cde.ca.gov/re/lr/wr/index.asp>.

Closing the Achievement Gap

In 2007, State Superintendent of Public Instruction Jack O'Connell announced his intent to lead an effort to identify ways the state can better assist educators to close California's pernicious achievement gap. To accomplish this effort, he asked his statewide P-16 (prekindergarten through higher education) Council to take the lead by conducting research and developing recommendations. In January 2008, the P-16 Council delivered a plan with recommendations that are included in *Closing the Achievement Gap: Report of Superintendent Jack O'Connell's California P-16 Council*. This report can be found on the CDE P-16 Web page at <http://www.cde.ca.gov/eo/in/pc/documents/yr08ctagrpt0122.pdf>. Development of this report included extensive research; surveying educators, students, families, and other stakeholders; identifying current exemplary successful practices in California; and conducting town hall meetings and community forums. This report was also discussed during the statewide Achievement Gap Summit in Sacramento in November 2007.

State Superintendent's P-16 Council

The California P-16 Council is a high-level, statewide assembly of educators from preschool, K–12, higher education, business, philanthropy, and community leaders who are appointed by Superintendent O'Connell. The council is charged with examining strategies for closing the achievement gap in California based on research conducted by the council and other partners involved in this project. The council is also charged with centering attention on the socioeconomic and ethnic gap to better coordinate, integrate, and improve education for preschool through college students.

Connecting the Dots and Closing the Gap

In addition to the report on closing the achievement gap delivered by the P-16 Council, extensive research on the achievement gap was conducted by staff throughout the University of California (UC) system. This research was commissioned by the CDE, and the reports were presented to Superintendent O'Connell and the P-16 Council in April 2008 in the publication titled *Connecting the Dots and Closing the Gap*. The research connected theory and practice and aligned the worlds of research, policy, and practice. The project was funded by the Bill and Melinda Gates Foundation and coordinated by the Center for Applied Policy in Education (CAP-Ed) at the UC Davis School of Education. Additional information and links to the research papers can be found on the CAP-Ed Web site at <http://cap-ed.ucdavis.edu/> (Outside Source).

Definition of the Achievement Gap

The U.S. Department of Education describes the achievement gap as “the difference in academic performance between different ethnic groups.” In California, the gap is defined as the disparity between white students and other ethnic groups as well as between English learners and native English-speaking students, socioeconomically disadvantaged and nondisadvantaged students, and students with disabilities compared with students without disabilities.

An Example of the Current Achievement Gap

Subgroup (Scoring at <i>proficient or above</i>)	California Standards Test: English– Language Arts	California Standards Test: Mathematics
African American or Black	33%	28%
American Indian or Alaska Native	40%	36%
Asian	69%	69%
Filipino	62%	55%
Hispanic or Latino	32%	33%
Pacific Islander	43%	40%
White (not of Hispanic origin)	64%	54%
Socioeconomically disadvantaged	32%	33%
English learners	17%	29%
Students receiving special education services	20%	23%
Students with no reported disability	49%	45%

Source: California 2008 Standardized Testing and Reporting (STAR) Program

Measuring Progress in Closing the Achievement Gap

The following parameters will guide the work of assessing the progress in addressing California's achievement gap:

- We will measure progress by the continuous and significant narrowing of the gap, which will result in the eventual closing of the gap as measured by the California Standards Tests (CSTs), California Alternate Performance Assessment (CAPA), California English Language Development Test (CELDT), and the California High School Exit Examination (CAHSEE).
- We will hold the same high expectations for success of all students, and it is our goal that all students will score at proficient or above on all CSTs.
- In order to achieve success, all students must exhibit continuous gains.

The P-16 Policy Development Unit

The P-16 Policy Development Unit is charged with assisting the California P-16 Council to conduct research, coordinate the development of recommendations for closing the achievement gap, and assist in implementation of the recommendations.

The Framework for Closing the Achievement Gap

The effort to close the achievement gap is based on the premise that four major factors inhibit the learning of all students: Access, Culture/Climate, Expectations, and Strategies (ACES). They are defined as follows:

- **Access**—The extent to which all students have equitable access to basic conditions, such as qualified, effective teachers; rigorous curriculum based on the state academic content standards; “safety nets”; and accelerated interventions.

- **Culture/climate**—The extent to which the learning environment is safe; promotes a sense of belonging; and fosters strong, positive relationships among students and among school staff and between the school and home/community.
- **Expectations**—The extent to which a culture of excellence exists for students and adults alike, so that a common, high standard is the norm for all students and getting all of them to meet those high standards is a responsibility embraced by the school community.
- **Strategies**—The extent to which evidence-based or promising teaching, leadership, and organizational practices are employed by practitioners at all levels in areas such as delivery of standards-aligned instructional programs, standards of professional practices, needs-based allocation of resources, collegial accountability and collaboration, articulation across grade spans, and leadership development.

If you have any further questions regarding closing the achievement gap, please contact the P-16 Policy Development Unit at 916-319-0908 or by e-mail at p16@cde.ca.gov. Additional information can be found on the CDE P-16 Council Web page at <http://www.cde.ca.gov/eo/in/pc> or on the Achieving Success for All Students Web site at <http://www.closingtheachievementgap.org> (Outside Source).

Accountability

The primary goal of California's accountability system is to measure and report on the academic achievement of California's 6.3 million public school students enrolled in nearly 10,000 schools in more than 1,000 local educational agencies (LEAs). (An LEA is a school district or a county office of education for purposes of accountability reporting.) The system is based both on state requirements established by the Public Schools Accountability Act (PSAA) of 1999 and on federal requirements established by the No Child Left Behind (NCLB) Act of 2001. State, LEA, and school results are released annually as part of the Accountability Progress Reporting (APR) System.

Accountability Progress Reporting

The CDE reports both state and federal accountability results under the general heading of the APR System. The APR includes the state Academic Performance Index (API) Base and Growth Reports, the federal Adequate Yearly Progress (AYP) Report, and the federal Program Improvement (PI) Report, as listed below.

Accountability Progress Reporting System: 2008-09

State Accountability Requirements	Federal Accountability Requirements
2008 Base API Report (March 2009 release)	2009 AYP Report (August 2009 release)
2009 Growth API Report (August 2009 release)	2009-10 PI Report (August 2009 release)

State Requirements: The Public Schools Accountability Act of 1999

State accountability results focus on how much schools are improving in year-to-year academic growth. The API is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and growth of schools.

Academic Performance Index

The API is a numeric index (or scale) that ranges from a low of 200 to a high of 1,000. A school's score or placement on the API is an indicator of the school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well the school is moving toward or past that goal.

Test Results Used in the API

The API is based on the results of statewide tests in grades two through twelve. The 2008-09 API reporting cycle reflects a school's performance on the following tests:

- Standardized Testing and Reporting (STAR) Program

- California Standards Test (CST) in English–language arts (ELA) (grades two through eleven, including a writing assessment at grades four and seven)
 - CST in mathematics (grades two through seven and grades eight through eleven for end-of-course tests)
 - CST in science (grades five, eight, and ten and grades nine through eleven for end-of-course tests)
 - CST in history–social science (grade eight, grade eleven in U.S. history, and grades nine through eleven for end-of-course test in world history)
 - California Alternate Performance Assessment (CAPA) for ELA and mathematics (grades two through eleven)
 - California Modified Assessment (CMA) (grades three through five for ELA, mathematics and grade five for science)
- California High School Exit Examination (CAHSEE) for ELA and mathematics (grade ten regardless of the results and grades eleven and twelve if the student passed only one of the content areas)

The PSAA requires that test results make up at least 60 percent of the API. Other indicators will be added to the API as they become available.

API Reporting Cycles

Because the API measures a school's academic growth, it is reported annually in terms of a base score and the next year's growth score. The Base API, reported after the start of each calendar year, and its corresponding Growth API, based on the following year's test results and reported the following August, constitute an API reporting cycle. Base API reports include API scores, statewide and similar schools rankings, and growth targets. Growth API reports include API scores and show whether the school met its growth targets. A school's Base API is subtracted from its corresponding Growth API to determine how much the school grew in a year. API results focus on schools showing year-to-year growth in achievement.

State API Growth Targets

Schools must meet annual schoolwide targets and targets for each numerically significant subgroup to meet state API growth targets. The growth target is the amount of improvement a school is expected to make in its API score in a year. It is calculated as 5 percent of the difference between a school's Base API and the statewide performance target of 800. The minimum growth target is one point. A school with an API of 800 or more must maintain its API of at least 800. In addition, a school must meet or exceed growth targets for each numerically significant subgroup at the school. LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive API targets.

Starting with the 2006 Base API Report, each numerically significant subgroup must show API growth of at least 5 percent of the difference between its Base API and the state target of 800. In addition, a minimum target of five points schoolwide and

subgroup growth also began with the 2006 Base API Report. Schools and subgroups with API scores at or above 800 must maintain an API score of at least 800.

Subgroups

A “numerically significant subgroup” is defined as at least 100 students with valid test scores **or** 50 or more students who represent at least 15 percent of the students with valid test scores. Subgroups include the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged
- English learners
- Students with disabilities

API Ranks

For the Base API Report, schools receive a Base API score, statewide ranking, similar schools ranking, and growth targets. For the rankings, a school’s API score is ranked as one of ten categories (deciles). A ranking in the first decile is the lowest rank, and a ranking in the tenth decile is the highest. The statewide ranking compares a school’s API with those of all schools of the same type statewide (i.e., elementary, middle, or high schools). The similar schools ranking compares a school’s API with those of 100 other schools (i.e., elementary, middle, or high schools) with similar demographic characteristics. LEAs, schools in the Alternative Schools Accountability Model (ASAM), and subgroups are not ranked.

How the API Is Used

The API is used to meet state requirements under the PSAA and federal AYP requirements under NCLB. Under state requirements, if a school meets participation and API growth criteria, it may be eligible for state and federal award programs. If a school does not meet its growth targets and is ranked in the lower part of the statewide distribution, it may be identified for participation in state intervention programs that are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP.

API Use Differs in State and Federal Criteria

The API is used as a measurement tool to meet both state and federal accountability requirements, but the criteria differ.

Under state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 **or** maintain a score of 800 or above.

Additionally, each numerically significant subgroup must increase its API score by 5 percent of the difference between the subgroup API and 800 **or** maintain a score of 800 or above.

Under federal requirements in 2009, a school or LEA must have a minimum API of 650 **or** have at least one point growth in the schoolwide API in addition to the other federal AYP schoolwide and subgroup targets (participation rate, percent proficient, and graduation rate).

State School Accountability Reporting

Since November 1988, state law resulting from the passage of Proposition 98 has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal NCLB Act. The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Although there is great variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following information:

- Demographic data
- School safety information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Descriptions of the curriculum and instruction
- Postsecondary preparation information
- Fiscal and expenditure data

In addition, NCLB requires that SARCs contain specific requirements. (See Federal School Accountability Reporting in this section of the *Fact Book*.)

For more information regarding the API, contact the Academic Accountability Unit at 916-319-0863 or by e-mail at aauc@cde.ca.gov. Additional information is available on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>. For more information regarding SARCs, contact the Evaluation, Research, and Analysis Unit at 916-319-0869 or by e-mail at evaluation@cde.ca.gov. Additional information is available on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

Alternative Schools Accountability Model

The Alternative Schools Accountability Model (ASAM) was developed following the passage of the 1999 Public Schools Accountability Act (PSAA), Senate Bill 1x (California *Education Code* Section 52052 [h]), which required that by July 1, 2000, the State Superintendent of Public Instruction, with the approval of the State Board of Education (SBE), “shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools.”

In July 2000, the SBE approved the framework for the alternative accountability system developed by the Superintendent’s Advisory Committee for the PSAA. Based on that framework, the resulting ASAM includes SBE-approved performance measures that assess a school’s ability to serve high-risk students. These indicators measure change in student learning readiness, engagement, and educational goal attainment. Also available are performance indicators that measure academic achievement in writing, reading, and mathematics. Schools may choose the indicators that are most appropriate to their goals and student populations.

Participation in the ASAM is voluntary. ASAM schools include community day schools, continuation schools, county community schools, county court schools, Division of Juvenile Justice (formerly California Youth Authority) schools, opportunity schools, and alternative schools of choice and charter schools that meet SBE criteria.

Currently, ASAM schools and their school districts select three indicators that are then approved by the district superintendent and the governing board. Schools retain the approved indicators for at least three years. Indicator data are reported annually using the ASAM Web-based online reporting system. ASAM school reports are publicly reported each year on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

For the 2007–08 school year, the ASAM provided school-level supplemental accountability for more than 1,000 alternative schools serving high-risk students. The majority of these schools did not receive No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) determinations or valid Academic Performance Index (API) scores, primarily because of high rates of student mobility.

For more information regarding the ASAM, contact the ASAM Team at 916-319-0875 or by e-mail at asam@cde.ca.gov. Additional information is available on the CDE ASAM Web page at <http://www.cde.ca.gov/ta/ac/am/>.

State Assistance Programs

Immediate Intervention/Underperforming Schools Program

The Public Schools Accountability Act of 1999 established the Immediate Intervention/Underperforming Schools Program (II/USP) to improve academic achievement in

California's low-performing schools. The statute (California Education Code Section 52053 et seq.) called for the annual selection of 430 schools in the lower half of the Academic Performance Index (API) that failed to meet API growth targets in the preceding year. Participating schools received \$50,000 planning grants during their first year to develop a school action plan to remove barriers that affect student achievement. Upon CDE approval of their plans, each school received a grant of \$200 per pupil for two consecutive years to implement the activities prescribed in the plans.

Schools that met their API growth targets during their implementation years exited II/USP. Schools that failed to make any progress during the two years were subject to state sanctions in their third year. II/USP schools that made some progress short of achieving all their targets received a third year of funding. At the end of the third year, those schools (1) exited the program if all targets were reached, (2) continued under annual monitoring if some progress short of the target was achieved, or (3) became subject to state sanctions if no progress was made. II/USP schools in state monitoring receive funding to support a contract with a school assistance and intervention team (SAIT) and corrective action funding to help support the recommendations of the SAIT. State-monitored schools exit that status when they achieve growth for two consecutive years or reach decile six within the three-year state-monitoring period. If neither goal is achieved after three years, the school becomes subject to secondary sanctions.

Three cohorts of 430 schools each were funded, beginning with II/USP Cohort 1 in 1999. A number of these schools also participated in the Comprehensive School Reform (CSR) Program, the High Priority Schools Grant Program (HPSGP), or both. Participation in CSR did not result in an increase of funds or a change in the accountability process. Participation in HPSGP resulted in an increase of funding by \$200 per enrolled student.

In 2004–05, implementation funding ceased for II/USP cohorts 1 and 2 and for 333 Cohort 3 schools that did not simultaneously participate in HPSGP. No funds were provided for a fourth cohort. Four schools remain “on watch” in the II/USP. Twenty II/USP schools are currently state-monitored, and 43 II/USP schools are under secondary sanctions. The CDE is pursuing legislation to retire the II/USP program and relieve the state-monitored schools of their accountability requirements. Until that time, all II/USP state-monitored schools must demonstrate growth in two consecutive years (within three years of state monitoring), and schools under secondary sanctions must have two consecutive years of API growth to exit state monitoring, secondary sanctions, and the II/USP.

For more information on the II/USP, contact Martin Miller, Consultant, High Priority Schools Office, at 916-324-3455 or by e-mail at mamiller@cde.ca.gov. Additional information is available on the II/USP Web page at <http://www.cde.ca.gov/ta/lp/iu/>.

High Priority Schools Grant Program

The High Priority Schools Grant Program (HPSGP) succeeded the Immediate Intervention/Underperforming Schools Program (II/USP) and the Comprehensive School Reform (CSR) Program as California's primary effort to assist low-performing

schools in improving student academic performance. Schools are invited for participation in this program based on their recent API performance, with the lowest-performing schools receiving the highest priority. In 2006, the state instituted a second cohort of the HPSGP to assist a new group of low-performing schools. All schools in decile ranks 1 and 2 on the 2005 Base API that had not previously participated in II/USP or CSR and were not in the first cohort of the HPSGP, were invited to participate in HPSGP Cohort 2.

Key features of the HPSGP include assessing current student and site needs using state-developed assessment instruments, developing a school action plan based on the state's nine Essential Program Components supporting student achievement, and creating an environment conducive to teaching and learning. Program requirements include the use of an external entity with successful expertise specific to the challenges inherent in low-performing schools to work with the school site council, parents, and the collective bargaining representative to develop the school action plan. Schools are encouraged to incorporate HPSGP school action plan requirements into their Single Plan for Student Achievement to ensure that a cohesive schoolwide plan is in place to guide the improvement process.

An additional feature of the program is that participating school districts report annually on their schools' progress toward meeting the improvement goals described in their school action plans. These reports and additional data collected by the CDE are used to identify key elements that influence school and student achievement. The CDE has developed an online data collection system to streamline the reporting process for participants.

HPSGP schools are eligible for funding for three years and initially have 24 months to meet their API growth targets. Schools that fail to meet those growth targets after 24 months are subject to a review by the State Superintendent of Public Instruction (SSPI). HPSGP schools that fail to make significant progress after 36 months are subject to interventions by the State Board of Education as recommended by the SSPI. Schools that make significant progress after 36 months but do not meet their state API growth targets continue in the program and are eligible for a fourth year of HPSGP funding. These schools remain in the HPSGP until they meet API growth targets two out of three years and increase their API in the third year. If they fail to make ten API points over three years and have positive growth in two of those years, they become subject to state interventions. Schools that meet state API growth targets are able to exit the program and are also eligible for a fourth year of funding.

For more information regarding the HPSGP, contact Jim Alford, Program Consultant, High Priority Schools Office, at 916-319-0226 or by e-mail at jalford@cde.ca.gov. Additional information is available on the HPSGP, II/USP, and CSR Resources Web page at <http://www.cde.ca.gov/ta/lp/hp/resources.asp>.

HPSGP schools in state monitoring receive funding to support a contract with a school assistance and intervention team (SAIT) and corrective action funding to help support the recommendations of the SAIT. State-monitored HPSGP schools exit that status

when they make ten API points (collectively) over three years and demonstrate growth in two of those years or when the school either makes decile six or achieves all growth targets in two years with positive growth in the third year. If not, the school becomes subject to secondary sanctions.

For questions on state-monitoring exit status, contact Betty Miura, Associate Governmental Program Analyst, Intervention Assistance Office, at 916-319-0940 or by e-mail at bmiura@cde.ca.gov. Additional information on implementation of state monitoring and working with a SAIT Provider is available from Adele Ohs, Consultant, Intervention Assistance Office, at 916-319-0236 or by e-mail at aohs@cde.ca.gov. Additional information is available on the CDE State-Monitored Schools Web page at <http://www.cde.ca.gov/ta/lp/sm/>.

Quality Education Investment Act of 2006

The Quality Education Investment Act (QEIA) of 2006 was enacted for the purposes of implementing the terms of the *CTA et al. v. Schwarzenegger et al.* settlement and discharges the outstanding balance of Proposition 98 funding that was due, but not provided, in fiscal years 2004–05 and 2005–06. Schools ranked in decile 1 or 2 on the 2005 Base Academic Performance Index (API) were eligible for QEIA funding. From the eligible pool of schools, 488 schools were randomly selected for funding. Approximately \$3 billion is available for seven years, beginning in 2007–08, to improve the quality of academic instruction and the learning environment at the lowest-performing schools in the state through class-size reduction, improved teacher quality and training at all grade levels, improved pupil-to-counselor ratios in funded high schools, and other efforts.

The intent of QEIA is to:

- Improve the quality of academic instruction and the level of pupil achievement in schools with low-income pupils and students with complex educational needs.
- Develop exemplary school districts and school practices that create the working conditions and classroom learning environments that attract and retain well-qualified teachers, administrators, and other staff.
- Focus school resources, including all categorical funds, solely on instructional improvement and services to pupils.

The appropriations began in fiscal year 2007–08 and will continue through 2013–14. School districts received approximately \$268 million in fiscal year 2007–08. Funding levels are determined based on enrollment numbers as reported in the most recent, certified California Basic Educational Data System (CBEDS) data. Commencing in 2008–09, the first full year of funding, \$402 million is available to fund the project. Schools will receive \$500 per pupil in kindergarten and grades one through three; \$900 per pupil in grades four to eight; and \$1,000 per pupil in grades nine to twelve. Funding levels will be adjusted annually based on the prior year's certified CBEDS enrollment numbers.

An additional feature of the program is that participating schools are monitored annually by county offices of education to assess their progress on specified program

requirements. Schools must meet the program benchmarks annually or risk termination of funding. Additionally, schools must demonstrate sufficient growth on the Academic Performance Index (API) or be subject to state monitoring.

For more information regarding QEIA, contact Keith Coppage, Education Programs Consultant, High Priority Schools Office, at 916-319-0251 or by e-mail at kcoppage@cde.ca.gov. Additional information is available on the CDE Quality Education Investment Act (QEIA) of 2006 Web page at <http://www.cde.ca.gov/ta/lp/qe/>.

Federal Requirements: No Child Left Behind Act of 2001

Federal accountability results focus on how well schools and LEAs are meeting common standards of academic performance.

Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act of 2001 establishes criteria for meeting Adequate Yearly Progress (AYP) requirements. NCLB requires that all schools or LEAs of the same type meet the same academic targets. AYP targets increase annually until 2014, when all schools and LEAs must have 100 percent of their students performing at the *proficient* level or above on state tests. By law, all California schools and LEAs receive annual AYP results. Currently, only Title I-funded schools and LEAs face Program Improvement (PI) consequences for not meeting AYP requirements under NCLB. (See the NCLB section.)

Test Results Used in AYP

The statewide test results used in AYP calculations differ from the results used in API calculations. AYP calculations are based only on results of statewide tests at grades two through eight and grade ten. The 2009 AYP reports will reflect a school's performance on the following tests, which are part of California's 2008–09 statewide testing administration:

- Standardized Testing and Reporting (STAR) Program
 - California Standards Test (CST) in English–language arts (ELA) (grades two through eight, including a writing assessment at grades four and seven)
 - CST in mathematics (grades two through eight)
 - California Alternate Performance Assessment (CAPA) in ELA and mathematics (grades two through eight and grade ten)
 - California Modified Assessment (CMA) in ELA and mathematics (grades three through eight, subject to approval by the SBE and U.S. Department of Education)
- California High School Exit Examination (CAHSEE) in ELA and mathematics (grade ten)

Federal AYP Performance Targets

Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect minimum statewide performance levels and are the same for all schools and LEAs of the same type (see the following table). The requirements include the (1) student participation rate on statewide tests, (2) percentage of students scoring at the *proficient* level or above in ELA and mathematics on statewide tests, (3) API growth, and (4) graduation rate (if high school students are enrolled). Numerically significant subgroups at a school or LEA also must meet participation rate and percent proficient requirements.

Statewide AYP Requirements for 2008–09 School Year

Type of School or LEA	Participation Rate	Percent Proficient in ELA	Percent Proficient in Mathematics	API Growth	Graduation Rate
Elementary and Middle Schools and Elementary School Districts	95%	46.0%	47.5%	650 OR 1 Point Growth	N/A
High Schools and High School Districts (With Grades 9–12)	95%	44.5%	43.5%		83.1% OR +0.1% One-Year Change
Unified School Districts, High School Districts, and County Offices of Education (With Grades 2–8 and 9–12)	95%	45.0%	45.5%		OR +0.2% Two-Year Change

Subgroups

The 95 percent participation rate and the percent proficient requirements must be met at the school and LEA levels and by each numerically significant subgroup at the school or LEA in each content area (ELA and mathematics). A “numerically significant subgroup” is defined as follows:

- **Participation Rate**

One hundred or more students enrolled on the first day of testing **or** 50 or more students, who represent at least 15 percent of the total population, enrolled on the first day of testing

- **Percent Proficient**

One hundred or more students with valid test scores **or** 50 or more students with valid test scores who represent at least 15 percent of the total valid test scores

A subgroup may be considered numerically significant for calculation of the participation rate but not considered numerically significant for calculation of percent proficient. The reverse of this may also occur. What is considered numerically significant is determined separately for each purpose. The determination of a numerically significant subgroup for participation rate is based on the number of students enrolled in a subgroup and the number of students enrolled in the school on the first day of testing. The determination

of numerically significant for percent proficient calculations is based on scores from students in a subgroup who were continuously enrolled from the census date for the California Basic Educational Data System (CBEDS) to the date of testing.

Subgroups include the following categories:

- African American or black (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged
- English learners
- Students with disabilities

Reporting occurs for subgroups with at least 11 valid scores, but schools and LEAs are held accountable only for numerically significant subgroups. For schools or LEAs with fewer than 100 valid scores, no numerically significant subgroups will be reported.

Program Improvement

Federal accountability results also include information about whether a school or LEA receiving federal Title I, Part A, basic funds has been identified for Program Improvement (PI) because it has not met AYP targets within specific areas for two consecutive years. Schools and LEAs in PI must implement additional federal requirements. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years. For more information about PI identification and requirements, please refer to the NCLB section.

Federal Requirements for English Learners

NCLB also requires LEAs that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and attaining English language proficiency on the California English Language Development Test (the test used in California to measure English proficiency). The Title III Accountability Report, released each September, provides results on how well LEAs met the Title III accountability targets. Additional information is available on the Title III Accountability Information Guide on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>.

Federal School Accountability Reporting

NCLB requires local LEAs to prepare annual accountability reports containing a variety of information at the district and school levels. This information is incorporated into the annual state School Accountability Report Cards (SARCs) that are required by Proposition 98 (1988). The specific reporting elements required by NCLB include:

1. Student achievement data on state academic assessments at each proficiency level, disaggregated by various subgroups
2. The percentage of students not tested on state academic assessments, disaggregated by various subgroups
3. Student achievement data by subject area and grade level on state academic assessments, disaggregated by various subgroups
4. Graduation rates (for high schools) according to a formula approved by the U.S. Department of Education
5. The status of AYP as defined by NCLB and a comparison of each school's AYP indicators to the district and the state as a whole
6. The status of Title I PI for both the school and the district, if applicable
7. The professional qualifications of teachers at the school and district level, including the percentage of teachers with emergency or provisional credentials
8. The extent to which "highly qualified" teachers are teaching classes in core content areas (at the school level and in high-poverty and low-poverty schools that are contained within the district)

For more information regarding federal AYP requirements, PI identification, and Title III Accountability requirements, contact the Evaluation, Research, and Analysis Unit at 916-319-0869 or by e-mail at evaluation@cde.ca.gov. For more information regarding federal AYP calculations and reporting, contact the Academic Accountability Unit (AAU) at 916-319-0863 or by e-mail at aau@cde.ca.gov.

Additional information on AYP and PI identification is available on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>. Additional information on Title III accountability is available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>.

No Child Left Behind Act

Background

On January 8, 2002, the No Child Left Behind (NCLB) Act of 2001 was passed by Congress. This federal law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. NCLB also has made the federal role in education more prominent than ever. It changed the federal government's role in kindergarten through grade twelve education by requiring schools to demonstrate their success in terms of the academic achievement of every student. With Title I as the cornerstone and students of greatest academic needs in high-poverty schools as the focus, NCLB emphasizes stronger accountability for results, expanded options for parents, and improvement in teacher quality. NCLB includes the following requirements:

- With academic content standards in place, states must test every student's progress toward those standards by using assessments that are aligned with the standards. Beginning in the 2005–06 school year, tests in mathematics and reading had to be administered every year in grades three through eight and once in grades ten through twelve. Beginning in the 2007–08 school year, science achievement testing is also required.
- Each state, school, and local educational agency (LEA) is expected to make adequate yearly progress (AYP) toward meeting state standards. (An LEA is a school district, direct-funded charter school, or a county office of education.) Test results are sorted to measure the progress of all students, including students who are economically disadvantaged, are from racial or ethnic subgroups, have disabilities, or have limited English proficiency (see the Adequate Yearly Progress section below for more information).
- State, school, and LEA performance is publicly reported in report cards (see the Accountability Report Cards section below for further information).
- If a Title I school or LEA fails to make AYP for two or more consecutive years in specific areas, it is identified for Program Improvement (see the Program Improvement section below for further information).

Adequate Yearly Progress

All schools (including charter, alternative, and small schools), districts, and numerically significant subgroups are required to make AYP each year. California's definition of AYP has four components. In order for any school or district to make AYP, the school or district must have:

1. At least a 95 percent student participation rate in the statewide assessments overall and for each numerically significant subgroup.
2. A targeted proportion of its students performing at or above the *proficient* level on the statewide assessments (English–language arts and mathematics) overall and for each numerically significant subgroup. The target proportion performing at or

above the proficient level increases each year until it reaches 100 percent in 2013–14.

3. A minimum Academic Performance Index (API) growth score or at least one point of growth over the prior year.
4. A minimum graduation rate or an increase of one-tenth of 1 percent over one year or an increase of two-tenths of 1 percent over two years (for high schools and districts with high school students).

For more information regarding AYP, see the Federal School Accountability Reporting section of this *Fact Book*.

Program Improvement

A Title I school that does not make AYP for two consecutive years in specific areas is identified for Program Improvement (PI). Each newly identified PI school must offer parents a school choice (i.e., all parents of students in PI schools have the option of sending their students to schools in the district that are not in PI) and meet other specific NCLB requirements. For PI schools in years 2–5, the LEA must provide supplemental educational services, or free tutoring, for eligible children from a state-approved provider selected by the parents.

NCLB also specifies that LEAs receiving Title I funds be identified for PI if the LEA does not make AYP for two consecutive years in specific areas.

For more information regarding PI, see the 2008 Adequate Yearly Progress Report Information Guide available on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

For more information on Title I Program and PI requirements under NCLB, contact the Title I Policy and Accountability Office at 916-319-0854 or by e-mail at pi@cde.ca.gov. Questions concerning schools in Year 3, 4, or 5 of PI should be directed to the District and School Program Coordination Unit at 916-319-0596 or by e-mail at dspsc@cde.ca.gov. LEAs in PI should contact the Intervention Assistance Office at 916-319-0787. Additional information is available on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Accountability Report Cards

NCLB requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. The report must also include information on high school graduation rates, teacher qualifications, other indicators used in each state's definition of AYP, and the AYP status of all schools and districts in the state. California's report card is available on the CDE Accountability Report Card Web page at <http://www.cde.ca.gov/ta/ac/sc/index.asp>.

NCLB also requires LEAs to prepare annual accountability reports containing information at the district and school levels, similar to what is required in the state report

card. For more information about LEA accountability reporting under NCLB, please refer to the Federal School Accountability Reporting section of this *Fact Book*.

For more information regarding accountability report cards, contact the Evaluation, Research, and Analysis Unit at 916-319-0875 or by e-mail at evaluation@cde.ca.gov. Additional information is available on the CDE School Accountability Report Card (SARC) Web page at <http://www.cde.ca.gov/ta/ac/sc/index.asp>.

For More Information

For more information regarding California's NCLB activities, visit the NCLB Web page at <http://www.cde.ca.gov/nclb>. The U.S. Department of Education also has an NCLB Web site at <http://www.nclb.gov> (Outside Source).

For more information regarding NCLB requirements for AYP, contact the Evaluation, Research, and Analysis Unit at 916-319-0875 or by e-mail at evaluation@cde.ca.gov.

For more information regarding AYP reports, contact the Academic Accountability Unit (AAU) at 916-319-0863 or by e-mail at aau@cde.ca.gov.

Title I

Raising Achievement in High-Poverty Schools (Title I, Part A)

As the largest federal program supporting elementary and secondary education, Title I, Part A, of the No Child Left Behind (NCLB) Act of 2001 is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state academic standards and assessments. Title I, Part A, provides supplemental funding that may be used to provide additional instructional staff, professional development, parental involvement, extended-time programs, and other support for raising student achievement in high-poverty schools.

For information about Title I, Part A, please contact the Title I Policy and Accountability Office and the Title I Programs and Partnerships Office at 916-319-0854. Additional information is available on the CDE Title I, Part A Web page at <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>.

Education of Migratory Children (Title I, Part C)

The Migrant, Indian, and International Education Office plans, implements, and evaluates programs and projects that support the education of migrant students and their families. The purpose is to ensure that migrant students have the opportunity to meet the same challenging state content and performance standards that all children are expected to meet. The program is supported by federal and state laws. Programs include:

- **Binational education**—Implements an international program between Mexico and the United States
- **Mini-Corps**—Provides tutoring to migrant students

- **Portable Assisted Study Sequence (PASS)**—Provides academic course work for high school students to make up credit deficiencies
- **Migrant State Parent Advisory Council**—Provides support for migrant education

For more information regarding the education of migrant children, contact the Migrant, Indian, and International Education Office at 916-319-0851. Additional information is available on the CDE Migrant Education Web page at <http://www.cde.ca.gov/sp/me/mt/>.

Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)

These programs provide educational and transitional services to neglected, delinquent, and at-risk children and youths who reside in 24-hour facilities and institutions. The delinquent population is connected to the juvenile justice system and resides in juvenile halls, group homes, and adult correctional institutions. The neglected population is made up of children and youths who have been placed in group homes or shelters due to abandonment, neglect, or death of their parents or guardians. Funds are provided to state and local educational agencies to ensure that neglected and delinquent children and youths meet the same standards that are required of all students in the state. Additionally, transitional programs provide support for students to make the transition from institutionalization to further schooling or employment.

Education for Homeless Students

The federal McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized in January 2002, protects the educational rights of children and youths experiencing homelessness. The Act applies to all local educational agencies (LEAs) and includes a supplemental, competitive grant program of additional funding for LEAs.

The intent of the law is to make certain that homeless students have equal access to the same free, appropriate public education—including a public preschool education—that is provided to other students. Homeless students have the right to enroll in and attend school, participate fully in the school program, and have the opportunity to meet the same challenging academic achievement standards to which all students are held. The law requires every LEA to designate an appropriate staff member as a liaison for students in homeless situations. These liaisons are required to ensure that the rights of homeless children and youths are protected.

Recognition Programs

School Recognition Programs

California School Recognition Program

The California School Recognition Program (CSRP), also known as the Distinguished Schools Program, highlights and reinforces the educational priorities of the State Superintendent of Public Instruction. The recognition program rewards schools that are in the upper half of the statewide distribution of Academic Performance Index (API) scores, have met API growth targets and federal Adequate Yearly Progress requirements, are narrowing the achievement gap, and are implementing the priorities of state and federal accountability programs. The program also identifies exemplary and inspirational public schools to serve as models of achievement for other schools. The recognition program enhances the image of public education by focusing on successful schools selected on the basis of quality indicators. Elementary and secondary schools are recognized in alternate years. The 2008–09 program focuses on secondary schools.

For more information on the CSRP, contact Kim Hanks, Consultant, Awards Unit, at 916-319-0410 or by e-mail at khanks@cde.ca.gov. Additional information is available on the CDE California School Recognition Program Web page at <http://www.cde.ca.gov/ta/sr/cs/>.

National Blue Ribbon Schools Program

Up to 35 schools are nominated annually for the U.S. Department of Education's No Child Left Behind Blue Ribbon Schools Program. To be eligible for nomination, schools must demonstrate dramatic growth or high achievement. At least one-third of the schools must have a student body composed of 40 percent or more disadvantaged students.

Recruitment priority is given to the current year's California Distinguished Schools. Nominees must have met current and previous years' Adequate Yearly Progress (AYP) as well as schoolwide and subgroup Academic Performance Index (API) growth targets. Student growth in English-language arts and mathematics must be evident in schools in one of two categories:

- For schools with at least 40 percent disadvantaged students, the percentage scoring at or above the *proficient* level places the school at or above the 60th percentile when compared with other schools in the state.
- For all other schools, the percentage scoring at or above the *proficient* level places the school at or above the 90th percentile when compared with other schools in the state.

Nominated schools are required to submit an application to the U.S. Department of Education.

Prior to being named a No Child Left Behind Blue Ribbon School, schools must also meet the following year's AYP and API targets. Award-winning schools are honored at a ceremony in Washington, D.C.

For more information on the NCLB Blue Ribbon Schools Program, contact Jim Miller, Blue Ribbon Liaison, Awards Unit, Policy and Evaluation Division, at 916-319-0866 or by e-mail at JMiller@cde.ca.gov. Additional information is available on the CDE Blue Ribbon Schools Web page at <http://www.cde.ca.gov/ta/sr/br/>.

Academic Achievement Awards Program

The Title I Academic Achievement Awards (AAA) Program annually recognizes high-poverty schools that are demonstrating success in ensuring that all students are making significant progress toward reaching proficiency on California's academic content standards. These standards define the knowledge, concepts, and skills students are expected to acquire at each grade level. In addition, the awardees provide support and serve as models for other schools, especially other Title I schools that have been identified for Program Improvement.

The criteria to qualify for the award are rigorous. Title I schools must demonstrate the achievement level of twice the schoolwide Academic Performance Index (API) growth target and twice the API growth target for the socioeconomically disadvantaged (SED) subgroup for two consecutive years. In addition to the SED subgroup, all numerically significant subgroups in the school must meet their API targets for two years. Schools also must have made adequate yearly progress (AYP) for two years in a row, and at least 40 percent of the enrolled students in each school must meet the poverty index.

The AAA schools receive recognition at an awards ceremony planned in conjunction with California's annual Title I conference in April of each year. The conference is a premier staff development opportunity for administrative and instructional educators serving Title I students.

For more information on the AAA Program, please contact the AAA Team at 916-319-0630 or by e-mail at aaa@cde.ca.gov. Additional information is available on the CDE Academic Achievement Awards Web page at <http://www.cde.ca.gov/ta/sr/aa/index.asp>.

National Title I Distinguished School Awards

Each year, the National Association of State Title I Directors present up to two National Title I Distinguished School Awards per state. The awards go to the state Title I AAA school that has the greatest percentage of students at or above the *proficient* level for AYP in English–language arts and mathematics and to the Title I AAA school that made the most progress in closing the achievement gap among numerically significant subgroups.

Schools to Watch™—Taking Center Stage

The CDE, in conjunction with the National Forum to Accelerate Middle Grades Reform and in partnership with the California Middle Grades Alliance, sponsors the California Schools to Watch™—Taking Center Stage (STW-TCS) model middle programs for public schools. It is designed to recognize and spotlight the practices of schools that are on a trajectory toward success for all students. STW-TCS model schools share a passion for academic excellence, practices that are developmentally responsive and socially equitable, a culture of strong shared leadership, and a willingness to share with others. Each year, a limited number of schools are selected for the STW-TCS model designation. Additional information is available on the CDE California Schools to Watch—Taking Center Stage Web page at <http://www.cde.ca.gov/ci/gs/mg/stw.asp>.

Individual Award/Recognition Programs

California Teachers of the Year

The overall purpose of the California Teachers of the Year Program is to pay tribute to the tireless efforts of our state's outstanding teachers. In doing so, the program brings deserved recognition to the 300,000 California members of the teaching profession. Candidates for the honor are submitted by county offices of education, which conduct regional competitions.

The program's goals are to:

- Identify and honor exemplary and highly qualified teachers throughout California within a structure of local, regional, and statewide recognition activities.
- Select five teachers annually to serve as California Teachers of the Year, who will effectively represent the state's teachers, motivate and inspire other educators, and champion the positive contributions of the teaching profession.
- Focus public attention on the positive accomplishments of California teachers and students.
- Identify one teacher for competition in the National Teacher of the Year Program.

For information on the California Teachers of the Year Program, contact Kimberly Edwards, Consultant, Awards Unit, at 916-319-0866 or by e-mail at kedwards@cde.ca.gov. Additional information is available on the CDE California Teachers of the Year Web page at <http://www.cde.ca.gov/ta/sr/ct/>.

Milken Family Foundation National Educator Awards

The Milken Family Foundation honors “up-and-coming” educators who demonstrate unusual instructional leadership in spite of being relatively new to the profession. Each year, two to four teachers are selected for this award by the Milken Family Foundation. State departments of education assist in various aspects of the program in accordance with foundation guidelines.

For information regarding the Milken National Educator Network, contact Kimberly Edwards, Liaison to the Milken Family Foundation, Awards Unit, Policy and Evaluation Division, at 916-319-0866 or by e-mail at kedwards@cde.ca.gov. Additional information

is available on the CDE Milken Family Foundation National Educator Awards Web page at <http://www.cde.ca.gov/ta/sr/ma/>.

Presidential Awards for Excellence in Mathematics and Science Teaching

The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) is the highest award that a science or mathematics teacher can receive.

Coordinated by the National Science Foundation, the PAEMST program honors outstanding science and mathematics teachers from every state. Each year, the CDE submits the names of two mathematics teachers and two science teachers for PAEMST consideration. Since the program's beginning 25 years ago, 74 California teachers have been named Presidential Award recipients. Recipients are honored at the White House and receive a \$10,000 award plus various prizes from sponsors.

The process begins through peer or principal nomination using the online nomination form available on the CDE PAEMST Web page at <http://www.cde.ca.gov/ta/sr/pa/>. Nomination forms are due April 1, 2009. Each nominee is contacted and invited to submit an application packet. The completed packet must include a written response and a 45-minute unedited video of a classroom lesson taught by the teacher. Completed applications are due May 1, 2009. Applications are reviewed during May and June, and the California state finalists are announced in early July.

Only full-time secondary teachers (grades seven through twelve) who are employed by a California public school or an accredited private school, may apply for the 2009 award. In 2010, elementary teachers will be honored.

Candidates are evaluated on five criteria:

- Level of content knowledge as shown by personal mastery of mathematics or science content
- Demonstration of effective, research-based classroom pedagogy using instructional methods and strategies appropriate for student learning styles and resulting in increased achievement
- Skill in monitoring, evaluating, and assessing ongoing student performance and in gathering and analyzing data to improve student achievement
- Personal reflection on their professional practices to improve instructional delivery and student outcomes.
- A commitment to ongoing professional growth to strengthen the candidate's knowledge and to support the learning of others through mentorship or peer-coaching.

California's Presidential Award recipients become model classroom professionals who help improve science and mathematics education for all of our state's students.

For more information, contact the CDE Presidential Awards for Excellence in Mathematics and Science Teaching Team at 916-319-0600 or by e-mail at paemst@cde.ca.gov. Additional information is available on the CDE Presidential Award

for Excellence in Mathematics and Science Teaching Web page at <http://www.cde.ca.gov/ta/sr/pa/>.

National Board for Professional Teaching Standards Certification Incentive Award

A \$20,000 incentive award is available to teachers who have earned National Board certification and agree to teach in High-Priority Schools for four consecutive years.

For more information regarding the award, please contact Juliet Barbero, Analyst, Professional Development and Curriculum Support Division, at 916-323-5795 or by e-mail at jbarbero@cde.ca.gov. Additional information is available on the CDE National Certification for Teachers Web page at <http://www.cde.ca.gov/pd/ps/te/nbpts.asp>.

Classified School Employee of the Year

In 2008, the CDE initiated the Classified School Employee of the Year Program. This program honors California's exemplary classified school employees by selecting six individuals to be the Classified School Employees of the Year, each representing one of six distinct employment categories (child nutrition, maintenance and operations, transportation, para-educator, office and technical services, and support services and security). The award winners will be honored during Classified School Employee Week (May 18–22, 2009) and presented with an award by the State Superintendent of Public Instruction.

The award program is sponsored by the CDE in partnership with the Association of California School Administrators, the California Association of School Business Officials, the California County Superintendents Educational Services Association, the California Federation of Teachers, the California School Boards Association, the California School Employees Association, the California Teachers Association, and the Service Employees International Union.

For more information regarding the program, contact Charlotte Keuscher-Barkman, Consultant, Awards Unit, Policy and Evaluation Division, at 916-319-0408 or by e-mail at ckeuscherbarkman@cde.ca.gov. Additional information is available on the CDE Classified School Employee of the Year Web page at <http://www.cde.ca.gov/ta/sr/cl/>.

Testing

Standardized Testing and Reporting Program

In 1997, the Legislature established the Standardized Testing and Reporting (STAR) Program, which required that the State Board of Education (SBE) designate a norm-referenced test for grades two through eleven. The legislature additionally declared its intent that the designated norm-referenced test be augmented with items that assess specific content standards adopted by the SBE.

In 1999, the Legislature required that the State Superintendent of Public Instruction (SSPI), with approval of the SBE, provide for the development of an assessment instrument that would measure the degree to which pupils in grades two through eleven were achieving California's content standards and stipulated that this assessment include a direct writing assessment to be administered once in elementary school and once in middle or junior high school.

In 2001, the Legislature required that the SSPI, with approval of the SBE, provide for achievement tests that were fully standards-based in English-language arts, mathematics, science, and history-social science. These tests are the California Standards Tests (CSTs).

In 2002, the Legislature required that an alternate assessment be developed and administered to individuals with exceptional needs who are unable to participate in the statewide testing program even with accommodations. This alternate assessment is the California Alternate Performance Assessment (CAPA).

In 2004, the Legislature reauthorized the STAR Program. The reauthorization required that the CSTs in grades three through eleven be administered through 2011; that the CST in grade two be administered through 2008; and that the STAR Program's norm-referenced test be administered only in grades three and seven through 2011. In 2007, new legislation, Senate Bill 80, was passed to continue grade two testing past 2008. In 2008, Assembly Bill 519 removed the norm-referenced test (currently the California Achievement Tests, Sixth Edition Survey) from the STAR Program.

Also in 2004, Senate Bill 1448 amended *Education Code* Section 60640 to require the development of an achievement test in the most common primary language of English learners (Spanish) that is aligned to California content standards for reading/language arts and mathematics. These tests are the Standards-based Tests in Spanish (STS). The STS are now administered in place of the designated primary language test (formerly the Aprenda 3).

In 2005, Senate Bill 755 changed the requirements for pupils taking a designated primary language test. In addition to taking the designated STAR tests in English, Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months

are required to take a primary language test designated by the SBE. At the option of the school districts, other Spanish-speaking English learners may also be tested.

The STAR Program for 2008–09 has four components:

- **California Standards Tests (CSTs)**—The CSTs are criterion-referenced tests that assess the California content standards in mathematics, English–language arts, science, and history-social science.
- **California Alternate Performance Assessment (CAPA)**—The CAPA is an alternate performance assessment to the CSTs in English–language arts, mathematics, and science. It is an individually administered assessment for pupils with significant cognitive disabilities who have an individualized education program (IEP).
- **Standards-based Tests in Spanish (STS)**—The STS are criterion-referenced tests aligned to the California content standards for reading/language arts and mathematics.
- **California Modified Assessment (CMA)**—The CMA is a modified assessment based on modified achievement standards for pupils with an IEP who have difficulty with access to the CSTs.

All pupils, including English learners and pupils in special education programs, must take the CSTs. The CSTs in English–language arts and mathematics for grades two through eleven became part of the STAR Program in 1999. Standards tests in history–social science and science for grades nine through eleven were added in 2001. Writing tests for grades four and seven, requiring pupils to write an essay in response to an assigned task, were also added in 2001. In 2003, the grade nine history–social science CST was replaced with a grade eight history–social science CST. A grade five science CST was added to the program in 2004. A grade eight science CST and a grade 10 life science CST were added to the program in 2006.

The SBE approved five performance levels for reporting results of the CSTs: *advanced*, *proficient*, *basic*, *below basic*, and *far below basic*. Performance levels describe pupil achievement on the California content standards. Individual pupil and group results for all CSTs are reported using scaled scores and performance levels.

School, district, county, and state-level reports, disaggregated by pupils' English–language fluency, gender, economic status, and disability status must be distributed to district and county officials by the CDE and posted on the CDE Web site by August 15 of each year. Individual written reports of pupil performance for the STAR Program must be provided to parents within 20 working days after districts have received the reports.

To assist parents, guardians, and school districts with understanding the STAR Program and interpreting pupils' results, informational packages are available on the CDE Standardized Testing and Reporting (STAR) Web page at <http://www.cde.ca.gov/ta/tg/sr>. For more information regarding the STAR Program, please contact the Standards and Assessment Division at 916-445-8765 or by e-mail at star@cde.ca.gov.

California High School Exit Examination

California *Education Code (EC)* Section 60850(a), enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE). The CAHSEE has two parts: English–language arts (ELA) and mathematics. By law, each part addresses the state academic content standards adopted by the SBE. All students in California public schools must satisfy the CAHSEE requirement, as well as all other state and local graduation requirements, to receive a high school diploma. The purpose of the CAHSEE is to (1) improve student achievement in high school and (2) help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics.

Student Participation

Districts are required to send notification about the CAHSEE to parents or guardians of ninth-grade students at the beginning of the first semester or quarter of the regular school term and each year thereafter. Transfer students are to receive notification at the time they transfer.

The first opportunity students have to take the CAHSEE is in the second half of grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten have up to two opportunities in grade eleven, and grade twelve students may have up to five opportunities to retake the part or parts of the exam not yet passed. Adult students can take the CAHSEE up to three times per school year. Only the part or parts the student does not pass must be taken again.

Students who are English learners must be permitted to take the CAHSEE with certain test variations if those are used regularly in the classroom or for assessment. For example, if the CAHSEE is regularly used in the classroom or for assessment, English learners must be permitted to hear the test directions in their primary language or use a translation glossary. Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*EC* Section 60852). During this time, they are still required to take the CAHSEE.

Students with disabilities must be permitted to take the exam with certain accommodations and/or modifications as specified in their individualized education program (IEP) or Section 504 Plan for use on the CAHSEE or standardized testing or during classroom instruction and assessment. Students who take part of the exam using accommodations and earn a score of 350 or higher have passed that part of the CAHSEE. Students who take part of the exam using modifications, receive the equivalent of a passing score, and have met all other state and local school district graduation requirements may be eligible for a diploma if a waiver of the requirement to pass is granted by the local governing board. For the local board to waive the CAHSEE requirement, several requirements must be met. These requirements are detailed in *EC* Section 60851(c).

Exam Content and Format

The ELA part of the CAHSEE addresses state academic content standards through grade ten. The ELA part consists of multiple-choice questions and a writing task. The reading and decoding portion covers vocabulary, informational reading, and literary reading. The writing portion covers writing strategies, applications, and conventions. The writing task calls for students to provide a written response to literature, an informational passage, or a writing prompt.

The mathematics part of the CAHSEE addresses state academic content standards through the first part of Algebra I. The math part consists of multiple-choice questions. It includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages.

Reporting and Using Results

The passing score for the mathematics part of the CAHSEE is approximately 55 percent or a scale score of 350. The passing score for the ELA part of the exam is approximately 60 percent or a scale score of 350.

Districts must provide supplemental instruction aligned to the state content standards to assist students who do not pass the exam. This may include summer school for seniors who do not pass. In addition, districts must provide intensive instruction to grade twelve students who have yet to meet the CAHSEE requirement for up to two years after completion of grade twelve for the parts of the CAHSEE not yet passed.

Preparing Middle Grades Students

There are two CDE brochures to assist in preparing middle grades students for the CAHSEE:

1. CAHSEE: Information for Middle School Teachers and Administrators
2. CAHSEE: Information for Middle School Students and their Parents or Guardians

The brochures and other assistance packets can be found on the CDE California High School Exit Examination Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

For more information regarding the CAHSEE, contact the CAHSEE Office at 916-445-9449 or by e-mail at cahsee@cde.ca.gov. Information is also available on the CDE California High School Exit Examination (CAHSEE) Web page at <http://www.cde.ca.gov/ta/tg/hs>.

California English–Language Development Test

Federal law (Title III of the No Child Left Behind [NCLB] Act of 2001) and state law (EC sections 313, 60810, and 60812) require a statewide English–language proficiency test that school districts must administer to students in kindergarten through grade

twelve whose home language is not English and to students previously identified as English learners (ELs) who have not been reclassified. *California Code of Regulations, Title 5*, Section 10510, defines the test as the California English Language Development Test (CELDT).

The CELDT was developed to:

- Identify pupils with limited English proficiency.
- Determine the level of English–language proficiency of those pupils.
- Assess the progress of limited English-proficiency pupils in acquiring the skills of listening, speaking, reading, and writing in English.

Student Participation

School districts are required to administer the CELDT to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. Districts also are required to administer the CELDT annually to identified English learners (ELs) until they are reclassified as fluent English proficient (FEP) during the annual assessment window from July 1 through October 31.

Additionally, Section 3302 of Title III of the No Child Left Behind Act of 2001 (20 *United States Code* Section 7012) indicates that districts that receive Title III funds shall, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an EL and in need of placement in a language instruction program.

Content and Format

The CELDT assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English–language development (ELD) standards adopted by the SBE. In California, students in kindergarten and grade one are assessed only in listening and speaking. Education Code Section 60810 has been amended to authorize early literacy assessment of English learners in kindergarten and grade one commencing with the 2009–10 school year. Field testing will begin in the 2008–09 school year and early literacy test questions for kindergarten and grade one will be included in 2009–10. The early literacy assessment must be administered for three years or until July 1, 2012. A report on the results of the administration of the early literacy assessment and the administrative process is due to the Legislature no later than January 1, 2013. The early literacy assessment will be designed to be age- and developmentally appropriate and, to the greatest extent possible, to minimize the testing burden on these young students.

Reporting and Using Results

In 2006, the SBE approved a new performance-level scale for the CELDT: beginning, early intermediate, intermediate, early advanced, and advanced. CELDT results show the overall English performance level attained by students as well as their performance level in each domain. Individual student reports and student data files are sent to the school district. Districts must inform parents of test results within 30 calendar days of

receiving student results from the testing contractor, or, as indicated above, within two weeks of the child being enrolled in a language instruction program after the beginning of the school year.

CELDT data are used to calculate Annual Measurable Achievement Objectives (AMAOs) 1 and 2 as required by Title III. Each local educational agency (LEA) receiving Title III funds is accountable for meeting the AMAOs established by the SBE beginning with the 2003–04 school year. The CDE provides LEAs with annual Title III accountability reports.

The CDE posts three types of reports (all assessments, annual assessments, and initial identification assessments) at four levels (state, county, district, and school) annually. Summary results are reported for all students and for a number of reporting categories that include gender, enrollment in specified programs, and primary languages. These results are posted on the CDE California English Language Development Test (CELDT) Web site at <http://celdt.cde.ca.gov>.

Reclassification guidelines established by the SBE clarify the *EC* criteria in Section 313(d) to be used in reclassifying a pupil from EL to fluent English proficient (FEP).

For more information regarding the CELDT, contact the CELDT Office at 916-319-0784 or by e-mail at celdt@cde.ca.gov. Information is also available on the CDE California English Language Development Test (CELDT) Web site at <http://www.cde.ca.gov/ta/tg/el>.

Physical Fitness Testing

Since 1996, *EC* Section 60800 has required that each district administer a state-designated physical fitness test to all students in grades five, seven, and nine. During the month of February, March, April, or May, the governing board of each school district maintaining grades five, seven, or nine shall administer to each pupil in those grades the physical fitness test. The test used is the FITNESSGRAM[®], designated for this purpose by the SBE. The FITNESSGRAM[®], developed by The Cooper Institute, provides criterion-referenced standards to evaluate fitness. These standards represent minimum levels of fitness known to be associated with those health and physical characteristics that offer protection against diseases resulting from physical inactivity. Achievement of the fitness standards is based upon a test score falling in the Healthy Fitness Zone (HFZ) for each of six tasks that measure a different aspect of fitness. The HFZ represents minimal levels of satisfactory achievement on the tasks. The goal is for students to achieve the HFZ for all six fitness areas of the physical fitness test.

Senate Bill 896, approved in 1998, requires the CDE to compile the physical performance test results by December 31 and to submit report results to the Governor and Legislature. Statewide data collection is completed electronically. School districts may submit their data to the CDE through the Internet, by diskette or CD-ROM, through a data file upload, or through a contract with an outside vendor. Physical fitness test results are reported by schools, school districts, counties, and the state. The results are posted on the CDE Physical Fitness Testing (PFT) Web page at

<http://www.cde.ca.gov/ta/tg/pf>. These reports are available by grade, gender, and ethnicity for each of the six fitness areas.

Schools are required by law to include physical fitness test results in the School Accountability Report Card (SARC) and to provide students with their individual results (EC Section 60800). The most recent physical fitness data are to be reported, including the percentage of students scoring in the HFZ on all six fitness standards. Data are reported for the state and for each county, school district, and school for the purpose of comparison.

For more information regarding the physical fitness test, contact the Standards and Assessments Division at 916-445-9449 or by e-mail at pft@cde.ca.gov. Information is also available on the CDE Physical Fitness Testing (PFT) Web page at <http://www.cde.ca.gov/ta/tg/pf>.

California High School Proficiency Examination

The California High School Proficiency Examination (CHSPE) is a program established by California *Education Code* Section 48412. The CHSPE provides an opportunity for eligible persons to prove their proficiency in the basic requirements and earn the legal equivalent of a California high school diploma.

The CHSPE is given three times each year at approximately 75 sites throughout the state. Registrants must pay a \$92 registration fee. Enrollment in high school at the time the test is given is not a requirement, but at the time the test is taken, those taking the test must (1) be at least sixteen years of age; (2) have completed one year of enrollment in grade ten; or (3) complete one year of enrollment in grade ten at the end of the semester during which the next exam is administered. There is no upper age limit to take the test.

The State Board of Education (SBE) awards each person who passes the CHSPE a Certificate of Proficiency, which is equivalent by law to a California high school diploma. In other words, institutions that are subject to California law and require a high school diploma for any purpose must also accept the Certificate of Proficiency as satisfying that requirement. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school.

The Sacramento County Office of Education (SCOE) administers the CHSPE program under contract with the CDE. For general information, including registration information, call the SCOE at 866-342-4773 or visit the California High School Proficiency Examination (CHSPE) Web site at <http://www.chspe.net> (Outside Source). For information regarding CHSPE law, regulations, or policies, contact the CDE Standards and Assessment Division at 916-445-9441 or by e-mail at chspe@cde.ca.gov. Additional information is available on the California High School Proficiency (CHSPE) Examination Web page at <http://www.cde.ca.gov/ta/tg/sp>.

General Educational Development

The General Educational Development (GED) test is a national test that may be taken in California by persons who are eighteen years of age or older or who meet specific criteria for testing at age seventeen. The GED test is administered statewide throughout the year at approximately 200 testing centers. Topics tested on the GED include language arts/reading, language arts/writing, mathematics, science, and social studies.

Those who pass the test receive a High School Equivalency Certificate and an official report of test results from the State of California. The average fee to take the test varies from \$85 to \$130. In 2007, 51,667 individuals took the test, and 71 percent passed.

For more information regarding the GED test, contact the GED Office at 916-445-9438 or by e-mail at gedoffic@cde.ca.gov. Additional information is available on the CDE General Education Development Test (GED) Web page at <http://www.cde.ca.gov/ta/tg/gd>.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only ongoing, nationally representative assessment designed to evaluate what America's students know and can do in a variety of subjects, such as reading, writing, mathematics, and science. Also known as the Nation's Report Card, NAEP was established by Congress in 1969 and is administered by the National Center for Education Statistics, a division of the U.S. Department of Education.

California's schools have always been active participants in NAEP. Approximately 250 school districts and 750 schools in California participated in NAEP during the 2008–09 school year (NAEP 2009). NAEP 2009 included operational assessments in reading, mathematics, and science for grades four, eight, and twelve. State-level results for grades four and eight and national-level results for grades four, eight, and twelve are posted on the Web sites below.

Results from the latest state NAEP assessments are available on the CDE NAEP Web page at <http://www.cde.ca.gov/ta/tg/nr>. NAEP results for all states and the nation, as well as a schedule of all NAEP assessments, are available on the U.S. Department of Education's NAEP Web page at <http://nces.ed.gov/nationsreportcard/> (Outside Source).

For more information regarding the NAEP, contact the Standards and Assessment Division at 916-445-9441 or by e-mail at naep@cde.ca.gov or visit the aforementioned Web pages.

Instructional Resources

Educational Grade Span Resources

The California Department of Education (CDE) has created different educational resources for different grade spans.

Elementary Makes the Grade!

The landmark publication *Elementary Makes the Grade!* presents clear recommendations to achieve a coordinated system in which standards, assessment, accountability, and curriculum are aligned and focused on ensuring that all students meet grade-level content standards. The publication can be found on the CDE *Elementary Makes the Grade!* Web page at <http://www.cde.ca.gov/ci/gs/em/emg.asp>.

Taking Center Stage

The publication *Taking Center Stage* is designed to help California's educators successfully implement standards-based education for middle grades students. It provides clear recommendations on how schools can align standards, assessment, accountability, and curriculum to ensure that all students meet grade-level content standards.

Taking Center Stage—Act II

Taking Center Stage—Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students is a Web portal that was developed by the Middle and High School Improvement Office. The Web portal is a dynamic, interactive resource for middle grades educators that is organized by four focus areas: (1) academic excellence; (2) developmental responsiveness; (3) social equity; and (4) organizational structures and processes. TCSII utilizes the latest technology, delivering hyperlinked, research-based content and vignettes of school practices and providing a connection to middle grades organizations. Members of the California Middle Grades Alliance partnered with the CDE to produce the recommendations and assisted in the development of the portal. The TCSII Web site can be found at <http://pubs.cde.ca.gov/tcsii>.

Aiming High

Aiming High: High Schools for the 21st Century is built on the legacy of *Second to None*, California's visionary guideline for high school reform. *Aiming High* is a how-to document for implementing a standards-based educational system. The document puts standards-based education in the context of California's accountability system, which includes state standards and local outcomes. The document's focus is to guide schools in "doing the right things" and in "doing things right." The publication can be found on the CDE *Aiming High: High Schools for the 21st Century* Web page at <http://www.cde.ca.gov/ci/gs/hs/ahgen.asp>.

Curriculum Frameworks and Instructional Resources Adoption Processes

Curriculum Development and Supplemental Materials Commission

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) was established in 1927 as an advisory body to the California State Board of Education (SBE). The Curriculum Commission is responsible for advising the SBE on matters related to curriculum and instruction. California *Education Code (EC)* Section 60204 provides that the Curriculum Commission shall recommend curriculum frameworks to the SBE; develop criteria for evaluating instructional materials submitted for adoption; study and evaluate instructional materials submitted for adoption; recommend to the SBE instructional materials that it approves for adoption; and “recommend to the State Board of Education policies and activities to assist the department and school districts in the use of curriculum frameworks and other available model curriculum materials for the purpose of guiding and strengthening the quality of instruction in the public schools.”

The Curriculum Commission is composed of 18 members: 13 members appointed by the SBE (at least seven of these must be classroom teachers or mentor teachers at the time of appointment); one member appointed by the Governor; one member appointed by the Speaker of the Assembly; one member appointed by the Senate Rules Committee; one State Senator; and one State Assembly member. With the exception of legislative members, commissioners serve a four-year term.

For more information regarding the Curriculum Commission, contact Tom Adams, Executive Director, Curriculum Commission, at 916-319-0881 or by e-mail at tadams@cde.ca.gov.

Curriculum Frameworks Adoption Process

The California State Board of Education (SBE) adopts curriculum frameworks for kindergarten through grade twelve (K–12) in accordance with California *Education Code (EC)* Section 51002, which calls for the development of “broad minimum standards and guidelines for educational programs.” Curriculum frameworks in the core curriculum areas of reading/language arts, mathematics, history–social science, and science are aligned to the SBE-adopted academic content standards. In addition, the SBE has adopted content standards in visual and performing arts, physical education, and health, and content standards in foreign language are under development. The SBE adopts curriculum frameworks on a six-year cycle for the four core curriculum areas and an eight-year cycle for the other areas. The SBE approved the current history–social science framework in 2000; the foreign language framework in 2001; the health framework in 2002; the science and visual and performing arts frameworks in 2004; the mathematics framework in 2005; the reading/language arts framework in 2006; and the physical education framework in 2008.

The Curriculum Commission develops the curriculum frameworks under the authority of *EC* Section 33538 which gives the Curriculum Commission the authority to provide instructional guidelines: “The (Curriculum) commission shall study problems of courses of study in the schools of the state and shall, upon request of the State Board of Education, recommend to the State Board of Education the adoption of minimum standards for courses of study in preschool, kindergarten, elementary, and secondary schools.”

The process begins with the CDE conducting four focus groups of educators to get input on improvements to an existing framework. The Curriculum Commission recruits members for the Curriculum Framework and Criteria Committee (CFCC). The CFCC is composed of a minimum of nine to a maximum of 20 members, at least half of whom are classroom teachers. The Curriculum Commission makes recommendations to the SBE about the development of a curriculum framework and appointments to the CFCC.

Curriculum frameworks are developed in a public manner; all Curriculum Commission and CFCC meetings are open to the public and include the opportunity to comment. The CFCC develops a draft document, and the Curriculum Commission prepares the draft framework for field review and holds public meetings on the document. The Curriculum Commission is responsible for the draft framework that is recommended to the SBE. After a 60-day public comment period, the SBE also holds a public hearing prior to considering the framework for adoption. After adoption, the frameworks are available for purchase through the CDE and may be viewed on the CDE All Curriculum Frameworks Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

Curriculum frameworks have drawn state and national recognition for focusing directly on the curriculum and for contributing substantively to the improvement of teaching and learning. The content standards describe what educators and professionals in the field expect K–12 students to know. Based on current research in education and the specific content area, the frameworks provide a firm foundation for curriculum and instruction by describing the scope and sequence of knowledge and the skills that all students are expected to master. The frameworks’ overarching dedication is to the balance of factual knowledge, fundamental skills, and the application of knowledge and skills.

In addition, the frameworks establish criteria to evaluate instructional materials. These criteria are used to select, through the state adoption process mandated in *EC* sections 60200–60206, instructional materials for kindergarten through grade eight. Frameworks also guide district selection of instructional resources for grades nine through twelve. Although curriculum frameworks cover the K–12 educational program, their effect can be seen in preschool programs, child-care centers, adult education programs, higher education instruction, and university entrance requirements.

For more information regarding the curriculum frameworks adoption process, contact the Curriculum Frameworks and Instructional Resources Division at 916-319-0881. Additional information is available on the CDE Curriculum Frameworks and Instructional Materials Web page at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

Instructional Materials Evaluation and Adoption Process

The State Board of Education (SBE) has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution). California Education Code (EC) sections 60200–60204 describe the process for the adoption of instructional materials for kindergarten through grade eight (K–8) and mandate that submitted materials be evaluated for consistency with the criteria and standards in the SBE's curriculum frameworks. The Curriculum Commission serves as an advisory body to the SBE in the evaluation and adoption process. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests. The SBE traditionally adopts only basic instructional materials programs (i.e., programs that are designed for use by pupils and their teachers as a principal learning resource and meet the basic organization and content requirements of a full course of study, which is generally one school year in length).

Primary adoptions, which are the first adoptions following the approval of new state frameworks, are conducted every six years for the four core curriculum areas: reading/language arts, mathematics, science, and history–social science. *EC* Section 60200.1(a)(2) reset the base-year schedule for these adoptions as follows: history–social science (1999), science (2000), mathematics (2001), and reading/language arts (2002). The second cycle of adoptions ends with the current reading/language arts adoption (2008). The third cycle of core curriculum adoptions is as follows: history–social science (2011), science (2012), mathematics (2013) and reading/language arts (2015). Primary adoptions in foreign language, visual and performing arts, and health are to be conducted every eight years. In all cases, a follow-up adoption (using the same evaluation criteria) is to be scheduled between adoptions. Follow-up adoptions were conducted in 2005 in mathematics, reading/language arts, and foreign language.

As with the framework development process, the adoption process is designed to ensure broad public participation. The adoption process involves three concurrent steps:

- **Social content review**—The social content review is conducted to ensure that all instructional resources used in California public schools comply with *EC* sections 60040–60044 as well as SBE guidelines contained in *Standards for Evaluating Instructional Materials for Social Content* (2000 edition). Resources not in compliance with the standards must be revised or withdrawn. For kindergarten through grade eight, the CDE conducts social content/legal compliance reviews. School districts may also conduct their own reviews.
- **Public review and comment**—Samples of instructional resources submitted for adoption are available for public review at the 21 Learning Resources Display Centers located throughout the state. Written comments on the resources are forwarded to the Curriculum Commission and the SBE for consideration. In addition, three separate public hearings are held prior to adoption: one before the appropriate Subject Matter Committee of the Curriculum Commission, one before the full commission, and one before the SBE. Additional information is available on

the CDE Learning Resources Display Centers (LRDC) Web page at <http://www.cde.ca.gov/ci/cr/cf/lrldc.asp>

- **Education content review**—The education content review is based on the SBE-adopted framework and the content standards it embodies. Evaluation criteria based on the framework are developed by the Curriculum Commission and adopted by the SBE. After a statewide recruitment and application process, the Curriculum Commission recommends and the SBE appoints two panels composed of the Instructional Materials Reviewers (IMRs) and the Content Review Experts (CREs). The IMRs are composed of classroom teachers (but may also includes other participants, such as administrators, curriculum specialists, university faculty, and parents) who evaluate materials according to all categories of the criteria. The CREs are subject-matter experts who review materials according to the content criteria and ensure that the materials are accurate, aligned with SBE-adopted content standards or curriculum frameworks, and based on current and confirmed research. CREs review only those materials (or parts of materials) that pertain to their area of expertise. CREs work with IMRs.

Both panels receive training on the SBE-adopted criteria and individually review submitted programs. IMRs and CREs prepare a joint report of findings and formulate a recommendation on each submission. The IMR/CRE recommendations are compiled by the CDE into a document titled “IMR/CRE Report of Findings” that is forwarded to the Curriculum Commission. Commissioners consider the report of findings and also conduct their own individual and independent reviews of the submitted programs. The commission then develops a written Curriculum Commission Advisory Report containing recommendations on each submission, which is forwarded to the SBE for action.

The SBE considers the recommendations, related documents, and public comments prior to adopting or not adopting each submission. The commission’s report is modified as necessary to reflect the SBE’s action, and the final document is widely distributed and posted on the Internet.

Standards Maps for Grades Nine Through Twelve

Standards map templates were developed so that school districts can determine the extent to which instructional materials, or a combination of instructional materials, for students in grades nine through twelve align with the content standards adopted by the State Board of Education (SBE). Publishers are invited to include completed standards maps with materials offered for sale in the four core content areas in grades nine through twelve, citing where their materials align with the content standards. The standards maps are also a tool for local educational agencies to use when evaluating instructional materials for alignment with content standards, as local school boards must certify that materials are aligned with the California content standards. The templates are located on the CDE Standards Maps for Grades Nine Through Twelve Web page at <http://www.cde.ca.gov/ci/cr/cf/gr912stmap.asp>. For more information, contact the Curriculum Frameworks and Instructional Resources Division at 916-319-0881. Additional information is available on the CDE Curriculum Frameworks and Instructional Materials Web page at <http://www.cde.ca.gov/ci/cr/cf>.

Instructional Materials Funding Realignment Program

The Instructional Materials Funding Realignment Program (IMFRP) took effect on January 1, 2003. It replaced three previous funding sources for instructional materials: the Kindergarten Through Grade Eight (K–8) Instructional Materials Fund; Grades Nine Through Twelve Instructional Materials Fund; and Schiff-Bustamante Standards-Aligned Instructional Materials Fund, Kindergarten Through Grade Twelve (K–12).

The funds appropriated under IMFRP are to be allocated based on the prior year K–12 enrollment as reported by the California Basic Educational Data System (CBEDS) count.

The IMFRP (*Education Code [EC] Chapter 3.25, sections 60420–60424*) provides that:

1. Districts or county offices of education must use funds to ensure that each pupil in grades K–12 is provided with the standards-aligned textbook or basic instructional materials.
 - For kindergarten through grade eight, the standards-aligned instructional materials must come from the state-standards-aligned adoption lists for reading/language arts, mathematics, science, and history–social science.
 - For grades nine through twelve, the materials must be adopted by the local governing board and aligned to the state academic content standards.
2. Once a local governing board certifies that it has provided each pupil with standards-aligned instructional materials, the district or county office of education may use 100 percent of any remaining IMFRP funds to purchase other instructional materials consistent with the content and cycles of the curriculum frameworks.
 - For kindergarten through grade eight, the local educational agency may purchase instructional materials from other state-adopted materials lists.
 - For grades nine through twelve, the local educational agency may purchase instructional materials adopted by the local governing board in any other subject area covered by a state curriculum framework.
3. The local governing board is required to hold an annual public hearing (pursuant to *EC Section 60119*) and make a determination by resolution as to whether each pupil in the district has sufficient instructional materials in reading/language arts, mathematics, science, and history–social science that are consistent with the content and cycles of the curriculum frameworks. This hearing is required in any year in which the statewide base revenue limit increases by at least 1 percent. Governing boards are also required to make written determinations as to whether pupils enrolled in foreign language or health courses have sufficient instructional materials and whether there is sufficient science laboratory equipment for grade nine through twelve science laboratory classes. The findings regarding foreign language, health, and science equipment are not a condition of receipt of funds.

If the governing board determines there are insufficient instructional materials, the board must take the following actions:

- Provide information on the reasons for insufficient materials.
 - Take measures to ensure that each pupil will have sufficient instructional materials by the second month of the academic year.
4. The governing board must also certify that the state-adopted, standards-aligned instructional materials in history–social science, mathematics, reading/language arts, and science were provided to students in kindergarten through grade eight by the beginning of the school term that starts no later than 24 months after those materials were adopted.
- For kindergarten through grade eight, this requirement applies to SBE adoptions in the four standards-aligned core subject areas that took place after the implementation of this law. The first adoption that this time frame applied to under IMFRP was the history–social science adoption in 2005. Other state and federal programs may have additional requirements for the purchase of standards-aligned instructional materials.
5. After the local educational agency has met all of the above requirements, 100 percent of any remaining annual allocation for IMFRP may be spent for other purposes as stated in EC Section 60242(a). These other purposes are as follows:
- To purchase “at the district’s discretion, instructional materials, including, but not limited to, supplementary instructional materials and technology-based materials, from any source.” These instructional materials must be reviewed and approved for compliance with the legal and social requirements of *EC* sections 60040–60045 and 60048 and the SBE guidelines in *Standards for Evaluating Instructional Materials for Social Content* (revised 2000). The legal and social compliance review may be done locally or at the state level.
 - To purchase tests.
 - To purchase classroom library materials for kindergarten through grade four.
 - To bind basic textbooks that are otherwise usable and are on the most recent list of basic instructional materials adopted by the State Board of Education.
 - To fund in-service training related to instructional materials.

For more information, contact the Curriculum Frameworks and Instructional Resources Division at 916-319-0881. Additional information is available on the CDE Curriculum Frameworks and Instructional Materials Web page at <http://www.cde.ca.gov/ci/cr/cf>.

School Libraries

The School and Library Improvement Block Grant

State funding for California school libraries began with passage of the California Public School Library Act of 1998, which brought the first ongoing allocation for planned, methodical development of school library collections across the state. The passage of Assembly Bill 825, Chapter 871, in 2005–06 moved state library funding into a new categorical block grant called the School and Library Improvement Block Grant. For information about this program, visit the CDE School and Library Improvement Block Grant Web page at <http://www.cde.ca.gov/fg/aa/ca/schoollibrary.asp>.

The Importance of School Libraries

Substantial research indicates that a school library with appropriate staffing, adequate funding, and a rich collection of materials in various formats makes a positive impact on literacy as well as on overall academic achievement. Summaries of current research related to school libraries are available on the Library Research Web page at <http://www.cde.ca.gov/ci/cr/lb/research.asp> and the American Library Association Web page at <http://www.ala.org/aasl/resources/achievement.html> (Outside Source).

The school library plays an important role in preparing students to live and learn in a world of information. Since 1988, the mission of school library media programs across the country has been to ensure that students and staff are effective users of ideas and information by taking the following steps:

- Providing intellectual and physical access to materials in all formats
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- Working with other educators to design learning strategies to meet the needs of individual students (*Information Power: Building Partnerships for Learning*, 1998)

At the heart of state funding for school libraries is acknowledgment of the critical need for more and better books for students to read. Studies show a positive relationship between library quality (school and public) and the amount read, as well as a relationship with reading competence. Better libraries mean more literacy development for younger readers as well as for high school students. The *English–Language Arts Content Standards for California Public Schools* calls for students to read extensively on their own (one-half million words annually by grade four; one million words annually by the end of middle school; and two million words annually by the end of grade twelve).

Statistical Snapshot of California School Libraries

The CDE Online School Library Survey collected information about school libraries in 2006–07. The following statistics are based on those data as well as data collected by the California Basic Educational Data System (CBEDS). When possible, national data are provided for comparison:

- **Number of libraries**—Among California public schools, 97 percent have a place designated as the library, although staffing, collections, and programs range from exemplary to substandard.
- **Staffing**—Approximately 24 percent of California schools have a credentialed teacher librarian on campus part time or longer; the majority of professional staffing is found at the high school level. (A teacher librarian has both a California teaching credential and a California teacher librarian services credential). Although the average national ratio of teacher librarians to students in fall 2004 was 1:916, California ranks fifty-first in the nation with a current ratio of 1:5124 (2006–07 CBEDS Report and *Digest of Education Statistics* Tables and Figures, National Center for Education Statistics, 2006, http://nces.ed.gov/programs/digest/d06/tables/dt06_078.asp [Outside Source]). In 2006–07, 89 percent of California schools reported classified staff in the library.
- **Library books**—The average number of school library books per kindergarten through grade twelve student in California is 17.9, an increase of 0.3 over the previous year. In 1986, the number reported per student was ten. Nationally, the top quarter of school libraries average 26 books per student, according to School Libraries Count! a national survey of school library media programs. You can view the entire survey on the School Libraries Count! Web site at <http://www.aaslsurvey.org/> (Outside Source).
- **Age of collection**—The age of library books is as important as the number of books available to students. In 1995 the average copyright date of a California school library nonfiction book was 1972. In 2004–05 the average copyright date rose to 1993 (and remained there through 2006–07). For a current chart of the number and age of California school library books, visit the CDE School Library Web page at <http://www.cde.ca.gov/ci/cr/lb>.
- **Book costs**—The average cost of a children's and young adult hardcover book in 2007 was \$20.82. In the first half of 2008, it rose to \$21.10. For a chart comparing the average cost of a children's and young adult's book with state funding for school libraries, visit the CDE School Library Web page at <http://www.cde.ca.gov/ci/cr/lb>.
- **Funding**—The primary source of library funding for 44 percent of California schools in the School and Library Improvement Block Grant. In its first year, 5 percent of the block grant was invested in school libraries. The second-most significant source of funding is fund-raising activities.
- **Electronic access to resources**—Eighty-nine percent of the 5,287 responding school libraries reported the use of an electronic catalog and automated circulation system. Eighty-one percent reported providing access to the Internet. Internet access increases with grade levels: 75 percent of school libraries reported offering access at the elementary school level, 93 percent at the middle school level, and 98 percent at the high school level (*CDE Online School Library Survey for 2006–07*).
- **Need for books**—The Internet does not replace the need for books and often increases the demand for up-to-date library materials. Library resources come in

various formats, including print and electronic, and are selected based on the best format for the intended user and use.

- **Library hours**—The average number of hours that a California school library is open to students is 28 hours per week. Seventy-six percent of school libraries reported being open during breaks, 71 percent during lunch, and 61 percent before school. Only 10 percent of schools reported having the library available during summer school.

For Additional Information

- Academic achievement and school libraries: For links to current research reports, summaries, and articles, including studies conducted in Colorado, Pennsylvania, Alaska, and Massachusetts, visit the American Library Association Web page at <http://www.ala.org/aasl/resources/achievement.html> (Outside Source).
- *Check It Out! Assessing School Library Media Programs: A Guide for District Education Policy and Implementation Teams* (1998) was designed by the CDE to help districts and schools assess their school libraries and the policies that guide them. It is available for purchase from CDE Press (800-995-4099).
- “Information Literacy Standards for Student Learning” was developed as part of *Information Power: Building Partnerships for Learning* by the American Association of School Librarians and the Association for Educational Communications and Technology and is available through the American Library Association Web page at http://www.ala.org/aasl/ip_toc.html (Outside Source).
- Library media teacher credential information: Visit the Commission on Teacher Credentialing Web page at <http://www.ctc.ca.gov/credentials/CREDS/library-media.html> (Outside Source).
- *Literacy Campaigns: Access to Books Is the First Step* by Stephen Krashen. This resource is available on the Literacy Campaign: Access to Books is the First Step Web page at http://www.sdkrashen.com/articles/literacy_campaigns/index.html (Outside Source).
- Locations of effective school library media programs in California: Visit the School Library Web page at <http://schoollibrary.org/pub/goodideas.htm> (Outside Source) and view recent issues of “Good Ideas.”
- Planning for strong school library programs: For links to planning guides, rubrics, and related articles, visit the American Library Association Web page at <http://www.ala.org/aasl/resources/assessment.html> (Outside Source).
- *Standards for the 21st Century Learner* is the latest document from the American Association of School Librarians (AASL) to provide a foundation for a strong library media program in every school. The association’s goal is to create school libraries where students will research expertly, think critically, problem-solve well, read enthusiastically, and use information ethically. This document is available on the AASL Web page at <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm> (Outside Source).

For more information on school libraries, contact Barbara Jeffus, School Library Consultant, Curriculum Frameworks Unit, at 916-319-0445 or by e-mail at bjeffus@cde.ca.gov. Additional information is available on the CDE School Libraries Web page at <http://www.cde.ca.gov/ci/cr/lb/index.asp>.

Specialized Programs

Special Education

Special education services were provided to 677,875 individuals, newborn through twenty-two years of age, in 2007–08. California provides specially designed instruction, at no cost to parents, to meet the unique needs of children with disabilities. This instruction is provided in a variety of settings that allow infants and their families, preschoolers, students, and young adults to be educated with their peers as much as possible; that is, in the least restrictive environment (LRE). Special education services are available in a variety of settings, including day-care settings, preschool, regular classrooms, classrooms that emphasize specially designed instruction, the community, and the work environment. The CDE works with colleges and universities to deliver staff development and training that ensures that teachers and other service providers are qualified to work with children with disabilities.

The CDE provides state leadership and policy direction for school district programs and services for students who have disabilities. This leadership includes providing families with information on the education of children with disabilities. The CDE works cooperatively with other state agencies to provide everything from family-centered services for infants and preschool children to planned steps for transition from high school to employment and quality adult life. These efforts are supported by evaluation of student outcomes and analysis of current research. The CDE responds to consumer complaints and administers the federal Individuals with Disabilities Education Act and the No Child Left Behind Act for students with disabilities in California.

The disability categories and enrollment breakdown in California for individuals (newborn through twenty-two years of age) who received special education services in 2007–08 are as follows:

- Mental retardation: 43,113
- Speech or language impairment: 176,256
- Visual impairment: 4,530
- Emotional disturbance: 27,199
- Orthopedic impairment: 15,294
- Other health impairment: 47,232
- Specific learning disability: 297,933
- Deafness: 4,185
- Hard of hearing: 8,481
- Deaf-blindness: 204
- Multiple disabilities: 5,476
- Autism: 46,196
- Traumatic brain injury: 1,776

Advisory Commission on Special Education

An Advisory Commission on Special Education (ACSE) is mandated by both state and federal laws. The ACSE is required to study, assist, and provide recommendations at least annually to the Governor, the State Legislature, the State Board of Education, and the State Superintendent of Public Instruction on issues related to the education and unmet needs of individuals with disabilities. There are 15 public members of ACSE, who are appointed as follows: three by the Speaker of the Assembly; three by the Senate Committee on Rules; four by the Governor; and five by the State Board of Education. In addition, ACSE includes two members from the State Legislature: one from the Assembly and one from the Senate.

Selected Projects and Programs

The CDE has many projects and programs to close the achievement gap, including California Services for Technical Assistance and Training (CalSTAT), Resources in Special Education (RiSE), technical assistance with least restrictive environments, Supporting Early Education Delivery Systems (SEEDS), the Special Education Early Childhood Administrators Project (SEECAP), technical assistance for students with low-incidence disabilities (visual and orthopedic disabilities), and focused monitoring projects. These projects provide technical services, research, training, conferences, and other services to many special education students.

The CDE also certifies more than a thousand nonpublic schools and agencies that provide special education services to students with disabilities. For more information regarding special education, contact the Special Education Division at 916-445-4613. Additional information is available on the CDE Special Education Web page at <http://www.cde.ca.gov/sp/se>.

State Special Schools and Services Division

The State Special Schools and Services Division (SSSSD) provides a variety of direct services to individuals with special needs, parents, and local educational agencies (LEAs) through programs it operates at the California Schools for the Deaf in Fremont and Riverside; the California School for the Blind in Fremont; and diagnostic centers in Fremont, Fresno, and Los Angeles. The SSSSD employs 1,100 people. Its schools and centers occupy nearly 150 acres of land and 23 acres of buildings.

For more information regarding the SSSSD, contact Ron Kadish, Director, SSSSD, at 916-327-3850 or by e-mail at rkadish@cde.ca.gov.

Schools for the Deaf

Two Schools for the Deaf provide instructional programs to more than a thousand deaf students in California. In addition, both schools serve as resources to educational and community service agencies. The School for the Deaf in Fremont was established in San Francisco in 1860, and the School for the Deaf in Riverside opened its doors in 1953.

Students are enrolled in either a day school or a residential program, depending upon their individual needs and their residences. Both Schools for the Deaf have earned national and international acclaim for the quality of services provided. They are accredited by the Western Association of Schools and Colleges and the Conference of Educational Administrators Serving the Deaf. The schools use the state curriculum frameworks and adopted or standards-aligned instructional materials as the basis of instruction. Students are referred through the LEA. Beyond the academic and vocational/career education programs, both schools offer comprehensive support services and extracurricular activities. Outreach and technical assistance are provided to parents, LEAs, consumers, and the business and professional communities.

The Schools for the Deaf operate an outreach office that can be contacted by parents and community members who wish to learn more about deafness, infant/preschool programs, comprehensive school activities, and enrollment procedures.

For more information regarding the Schools for the Deaf, please contact Henry Klopping, Superintendent, California School for the Deaf, Fremont, at 510-794-3666 or by e-mail at hklopping@cddf-cde.ca.gov; or Mal Grossinger, Superintendent, California School for the Deaf, Riverside, at 951-782-6500 or by e-mail at mgrossinger@cddf-cde.ca.gov.

Deaf and Hard-of-Hearing Unit

Numerous reports, studies, and commissions conducted over the past 40 years have demonstrated that the present status of education for deaf people in the United States is unsatisfactory. As a result, the Deaf and Hard-of-Hearing Unit was established within the CDE. The unit is responsible for implementing many of the recommendations of the California Deaf and Hard of Hearing Education Advisory Task Force convened by the State Superintendent of Public Instruction. This unit also responds to inquiries regarding the Newborn Hearing Screening Program established in California.

For more information regarding the Deaf and Hard of Hearing Unit, please contact Nancy Grosz Sager, Consultant, Deaf and Hard of Hearing Unit, at 916-327-3850 or by e-mail at nsager@cde.ca.gov. Additional information is available on the CDE Deaf and Hard of Hearing Web page at <http://www.cde.ca.gov/sp/ss/dh/>.

School for the Blind

The California School for the Blind provides educational programs for approximately 130 blind, visually impaired, and deaf-blind students in residential as well as day school programs. The school was founded in San Francisco in 1860. Students range from five through twenty-two years of age. Preparation for adult life in the home community is the long-term goal for each student. The School for the Blind also provides local educational agencies (LEAs) with a variety of staff development programs to assist with local efforts in the areas of assistive technology and instruction for blind students.

For more information regarding the California School for the Blind, please contact Stuart Wittenstein, Principal, California School for the Blind, at 510-794-3800 or by e-mail at swittenstein@csb-cde.ca.gov.

Diagnostic Centers

First established in 1947, the Diagnostic Centers have evolved into regionalized programs for all LEAs by providing various assessment services for individuals from three through twenty-two years old who have special needs. Referrals are made by the LEA after local resources are exhausted. All assessments are individualized to match students' needs and LEA/parent questions and concerns. Nearly 66 percent of assessments occur at the students' local school; all others occur at the Diagnostic Center. Teams of specialists in the fields of special education, school psychology, clinical psychology, speech/language pathology, motor development, and developmental pediatrics conduct the assessment programs. Parental involvement is emphasized throughout the student's assessment. Transition services are also provided to special education students age fourteen through twenty-two.

Each diagnostic center also offers a variety of staff development and training as well as consultation services to LEAs, parents, and other service agencies. Training topics are developed according to the LEA's changing needs.

For more information regarding the Diagnostic Centers, please contact Valerie Johnson, Director, Diagnostic Center, Southern California (Los Angeles), at 323-222-8090 or by e-mail at vjohnson@dcs-cde.ca.gov; Carole Bence, Director, Diagnostic Center, Central California (Fresno), at 559-243-4047 or by e-mail at cbence@dcc-cde.ca.gov; or Mary Anne Nielsen, Director, Diagnostic Center, Northern California (Fremont), at 510-794-2500 or by e-mail at mnielsen@dcn-cde.ca.gov.

Clearinghouse for Specialized Media and Translations

The mission of the Clearinghouse for Specialized Media and Translations (CSMT), which is federally funded through the Special Education Division of the CDE, is to make instructional resources accessible and meaningful to students with disabilities.

The California Instructional Materials Fund finances the CMST's production and conversion of textbooks, workbooks, literature, and assessment books into a variety of specialized media, including braille, large print, recordings, American Sign Language videos, digital "talking" books, and computer files. The distribution of the various specialized media to public schools provides general education curricula to students with disabilities. The CSMT also maintains a repository of the federally funded American Printing House for the Blind (APH) materials and equipment designed for students who are blind or visually impaired. Through the use of its Instructional Materials Ordering and Distribution System (IMODS), the CSMT receives and fills orders from eligible educational agencies for both specialized instructional materials and APH materials.

The CSMT also administers the following programs: (1) Reader Services for Blind Teachers; (2) High School Braille Reimbursement and Digital Talking Book

Reimbursement programs; and (3) the Low Vision Reimbursement Program, which helps California public schools acquire large-print books, video magnifiers, and nonprescription optical aids. The CSMT provides optical aids for the Low Vision Clinic at the California School for the Blind, Fremont.

For more information regarding the CSMT, contact Jonn Paris-Salb, Manager, CSMT, at 916-323-2202. Additional information is available on the CSMT Web site at <http://csmt.cde.ca.gov>.

Career Technical Education

An important part of the CDE's work is strengthening the relationship between the kindergarten through adult education system and California's economic future. That future depends on the state's ability to develop a competitive workforce for the knowledge-based, global economy of the twenty-first century. The CDE's perspective has broadened from the traditional vocational (now known as career technical) education curriculum to a multifaceted concept incorporating career preparation and workforce development. Elements include integrating academic and career technical education (CTE) curricula, adding or modifying workforce development programs, and expanding partnerships that link education with business and industry.

The focus of CTE has expanded from the traditional occupation-specific job entry preparation within subject matter areas—agriculture, arts and communications, business, health careers, home economics, and industrial and technology education—to an “industry sector” approach. For example, industrial and technology education is now composed of the following industry sectors: building trades and construction, energy and utilities, transportation, manufacturing and product development, and engineering and design. These are just five of the U.S. Department of Education's 15 industry sectors that are taught in California.

This approach provides integrated, sequential programs of instruction that build on the academic preparation of students as well as on their experiences, interests, skills, and prior knowledge of practices and procedures. Partnerships between business and industry sectors and various educational levels are emphasized, as are learning strategies that connect across the disciplines. The CDE also works with professional and student organizations to offer technical assistance and professional development.

Current State and Federal CTE Programs and Initiatives

- **Carl D. Perkins Career and Technical Education Improvement Act of 2006.**
The Perkins CTE Act provides funding to improve CTE programs in secondary and postsecondary schools. Through the Perkins State Plan, the State Board of Education and Board of Governor of the Community College system articulate state policy that drives CTE planning and programs in public schools. That state policy is built on high standards for all students. The CDE has made great progress in defining basic academic and employability skills that every student should master in order to earn a high school diploma. The underlying premise is that all students should develop these basic competencies to become productive workers, contributing members of the community, lifelong learners, and successful family members. The State Board of Education adopted CTE Model Curriculum Standards in May 2005 and the instructional framework for CTE in January 2007 and approved a new State Plan for CTE in March 2008.

The Perkins Act is a \$1.1 billion federal grant program that strengthens and improves California's CTE programs with \$140 million annually. More than 600

secondary school districts, community college districts, county offices of education, regional occupational centers, and state institutions use the funds for equipment, supplies, professional development, program design, curriculum development, and other strategies to enhance their CTE programs. Included within the Perkins Act is the Tech Prep program, which provides an additional \$11.2 million annually to articulate career paths across a minimum of grades eleven to fourteen and to integrate academic and career content. The goal is to provide a seamless education experience so that students do not have to repeat work.

- **Regional Occupational Centers and Programs (ROCPs)** have constituted the state's largest workforce preparation system for 40 years. The 74 ROCPs in California provide approximately 500,000 high school and adult students with CTE so students can (1) enter the workforce with skills and competencies to succeed; (2) pursue advanced training in higher educational institutions; and (3) upgrade existing skills and knowledge. In addition to the specific skills and comprehensive career education offered, ROCPs also offer "employment survival skills" as well as placement assistance, counseling and guidance services, and other critical support services. ROCPs collaborate with an estimated 50,000 businesses and industry, numerous public and private agencies, and associations to develop industry-based curriculum and offer instructional classes and programs to meet local business and industry needs. ROCPs work in cooperation and partnership with local school districts to enhance the learning environment of student participants.

Students receive training at a variety of venues, from high school classes to on-site business and industry facilities such as hospitals, fire departments, and auto dealerships. ROCPs offer courses throughout the regular school day, in the late afternoon and evenings and, in many cases, during the summer months. ROCPs award certificates of completion and/or state or national industry-based certification upon successful completion of courses. ROCPs also serve the employment training needs of eligible California Work Opportunity and Responsibility to Kids (CalWORKs) recipients. A recent CDE-funded study shows that ROCP students have higher pay rates and obtain more promotions than non-ROCP students, stay in school, and attend postsecondary schools at the same rate as other students.

- **Apprenticeship Programs** in California prepare individuals for careers in skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments, and see how technical tasks relate specifically to theoretical knowledge and interpretation taught in the classroom. There are more than 850 apprenticeable occupations in the United States and over 200 active, registered apprenticeable occupations in California. Apprentices earn a wage while learning. Apprenticeship programs usually require one to five years to complete, depending upon the occupation.

The apprenticeship training system is unique in that its basic foundation is a partnership between industry, education, and government. Industry-funded and industry-driven, the apprenticeship training system provides an effective balance between on-the-job training and theoretical practical classroom instruction in an

effort to develop workers with marketable skills. The classroom instruction is known as related and supplemental instruction. The CDE and cooperating ROCPs and adult programs provide ongoing technical support for apprenticeship programs across the state.

- **Career Development** is a key component of any comprehensive guidance and counseling program, helping students explore career options, develop career self-management skills, and identify educational paths to preferred careers. The CDE promotes career development in secondary education through policy development and assistance in field trials of career exploration and life skills programs. The CDE works with the California Career Resource Network to develop and disseminate career development resources and training for school counselors, teachers, administrators, and career guidance paraprofessionals in the state's educational agencies.
- **The California Partnership Academies** are for students in grades ten through twelve. Structured as a school-within-a-school, academies create a close, family-like atmosphere, integrate academic work and CTE, and establish viable business partnerships that support the program. Emphasis is placed on student achievement in the last three years of high school and positive postsecondary outcomes. Academies have been carefully evaluated and have been shown to have a positive impact on school performance. There are 493 funded programs throughout California.

For more information regarding CTE, contact the Secondary, Postsecondary, and Adult Leadership Division at 916-445-2652. Additional information is available on the CDE Career Technical Education Web page at <http://www.cde.ca.gov/ci/ct>.

Adult Education

Adult education provides educational opportunities and services to equip adults with the knowledge and skills necessary to participate effectively as citizens, workers, parents, and family and community members. Instructional programs ensure that adults have the education and skills required in a competitive economy for a better quality of life.

Adult students are served by school districts, community colleges, community or faith-based organizations, volunteer literacy organizations, public or private nonprofit agencies, public libraries, correctional facilities, and state agencies.

The CDE serves over one million adult learners annually by allocating state and federal funds through its adult education provider network. For more information, contact the Adult Education Office at 916-322-2175. Additional information is available on the CDE Adult Education Web page at <http://www.cde.ca.gov/sp/ae>.

Populations

Adult education serves an increasingly diverse student population, including the following specialized groups:

Adult Immigrants—Adults who need language instruction and learning experiences that will permit them to communicate with English speakers; learn about the cultures and customs of the United States; and prepare for employment, citizenship, parenthood, and self-sufficiency.

Adults with Disabilities—Individuals with cognitive, physical, sensory, or medical disabilities or mental disorders. Adult education provides modified equipment, materials, and instructional strategies to increase literacy for both individuals and families as well as workplace skills.

Disadvantaged Adults—Low-income and hard-to-serve adults who demonstrate basic skills deficiency below the eighth-grade level. Adult education provides basic skills training, preparation for the General Educational Development (GED) test, preparation toward earning a high school diploma, and job skills training opportunities.

Homeless Adults—People who live in extreme poverty and often cannot afford to travel to adult education programs. Adult literacy services provide life skills instruction, connections with community resources, self-esteem support, and preparation for employment.

Incarcerated Adults—Individuals who are convicted of any criminal offense. Incarcerated adults are a significant portion of the hard-to-serve or “dropout” segment of the educational system. Correctional education programs provide educational and job-training services in technology, English as a second language, high school credit, and basic education programs to prepare inmates to be responsible citizens and successfully integrate into society.

Single Parents and Displaced Homemakers—Unemployed or underemployed individuals who provide unpaid services to family members. Adult education and agencies ensure that students receive needed services, such as child care, career counseling, vocational evaluation, and educational counseling. Use of distance-learning programs is a priority in working with these students.

Programs

Adult Basic and Secondary Academics—Elementary, basic skills and secondary courses required for high school diploma and to pass the California High School Exit Examination, General Education Development (GED) test, or both. The primary objective is for students to learn basic literacy and numeric skills and enable adults to master high school courses and subjects leading to a diploma or certificate.

English as a Second Language (ESL)—Instruction to enable students with limited English proficiency to learn competency-based English. These courses encompass the skills of speaking, listening, reading, writing, mathematics, decision making and problem solving, and preparation to participate in job-specific career and technical training. Students may use ESL instruction to gain life and employment skills, progress to career or academic programs, and become actively engaged in their communities.

Citizenship Preparation—Programs and courses for immigrants who are eligible for educational services in citizenship and civic participation. Classes offer instruction in history, geography, and government to prepare students for oral and written citizenship tests and becoming active participants in society.

Career Technical Education (CTE)—Classes offering a variety of career-training programs that deliver the customized curriculum needed to meet the diverse training and development needs of businesses. CTE offers programs promoting a skilled workforce with high growth and high wage employment potential, leading to industry certifications or meeting the required prerequisites and foundations for advanced career pathways. These courses, developed within designated Industry Career Clusters, may include academic career preparation and job readiness skills with possible apprenticeships or internships.

Adults with Disabilities—Classes designed to meet the needs of the students, offering an environment that builds self-esteem and encourages access to and participation in specialized courses for students to become self-reliant, productive, and effective community members.

Parenting, Family, and Consumer Awareness—Classes that promote the healthy development of children, high-quality family relationships, and children's success in school. Classes in this program help individuals and families meet the challenges of daily living through health and financial literacy to improve the quality of home and family life.

Older Adults—Classes designed specifically to deal with issues related to aging. These classes provide intellectual, physical, financial, and social stimulation and resources addressing the demands of a growing and active older population.

Adult Education Learner Distribution by Instructional Program:
2004–05 Through 2007–08

	2004–05		2005–06		2006–07		2007–08	
Program	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Adult Basic Education	64,965	5.3	62,410	5.4	63,626	5.3	81,976	6.6
English as a Second Language	492,914	40.3	481,881	41.6	478,217	39.6	466,235	37.6
Adult Secondary/GED	215,703	17.6	198,995	17.2	204,953	17.0	223,521	18.0
Citizenship	3,300	0.3	3,261	0.3	4,743	0.4	5,126	0.4
Career/Technical Education	177,195	14.5	158,652	13.7	168,535	14.0	177,636	14.3
Adults with Disabilities	33,613	2.7	30,831	2.7	29,440	2.4	27,821	2.2
Health and Safety	24,700	2.0	24,943	2.2	31,270	2.6	30,745	2.5
Home Economics	19,570	1.6	17,924	1.5	18,813	1.6	19,178	1.5
Parent Education	56,193	4.6	50,436	4.4	62,695	5.2	62,365	5.0
Older Adults	136,108	11.1	128,669	11.1	144,572	12.0	144,846	11.7
Total	1,224,261	100.0	1,158,002	100.0	1,206,864	100.0	1,239,449	100.0

Source: Comprehensive Adult Student Assessment System 2007

Educational Options in Public Schools

Educational options include schools or programs of choice and schools or programs to which students are referred involuntarily. Some educational options and alternative programs are administered by other CDE offices and are described elsewhere in this *Fact Book*. A significant number of charter schools also serve as alternative educational options programs, and information about them is in the Charter Schools section.

In 2007–08, California’s public education system had more than 3,100 schools with one or more educational options programs, and 1,285 of those schools offered educational options exclusively. Approximately 442,000 students were enrolled in educational options. (This is the number of students reported on a single day in October.) However, because of the significant turnover of students in some educational options, this number significantly understates the actual number of students served in a given year.

CDE services for educational options consist of (1) assisting districts and county offices of education to identify and make effective use of best practices and model schools that meet local requirements; (2) explaining legal options and rights; (3) processing requests for waivers; and (4) assisting with applications for new schools and for appropriate funding.

Alternative Schools and Programs of Choice

California *Education Code* Section 58500 et seq. provides for district establishment of alternative schools and programs of choice that are entirely voluntary. Districts can seek waivers of any provision of the *Education Code* for these schools and programs from the State Superintendent of Public Instruction. Alternative schools and programs of choice can vary from open to structured and take many forms.

These schools and programs are often characterized by (1) responsiveness to learning and instructional style differences; (2) the positive consequences of being a school of choice; (3) low rates of violence, vandalism, and antisocial behavior; and (4) small unit size. The effective use of such instructional strategies as independent study, community-based education, focused or thematic education, and flexible scheduling enhances attendance and improves performance.

Additional information is available on the CDE Alternative Schools and Programs of Choice Web page at <http://www.cde.ca.gov/sp/eo/as/>.

Magnet Programs and Schools

In 2007–08, magnet programs were offered in 441 schools throughout California for 144,526 students. Magnets are programs in schools or an entire school that students and parents or guardians may choose instead of attending the local school. Many, but not all, magnet programs reflect a district strategy to achieve racial and ethnic balance by offering special opportunities in curriculum and instruction, generally with the benefit of federal funding.

Additional information is available on the CDE Magnet Programs and Schools Web page at <http://www.cde.ca.gov/sp/eo/mt/mtprogramssummary.asp>.

Diploma Plus High Schools

Diploma Plus high schools are based on an alternative, small-school model designed and administered by the Center for Youth Development and Education at the Commonwealth Corporation (CommCorp). CommCorp has successfully managed the development of 16 Diploma Plus high schools in four states. A Gates Foundation grant awarded to CommCorp supported the addition of three Diploma Plus high schools in California by 2008.

CommCorp, New Ways to Work (a partnership organization), and the CDE are working together to expand the Diploma Plus model in California. A formal application process, conducted from fall 2005 through June 2006, resulted in the selection of the first two Diploma Plus high schools. These schools opened in 2007. The second application process began in November 2006, and one school was selected. Helen Bernstein High School opened on September 3, 2008.

Diploma Plus high schools are public schools that offer high school diplomas and comply with all graduation requirements set forth in the California *Education Code*, including passing the California High School Exit Examination. These schools serve youths ages fifteen through nineteen who have not experienced success in traditional high school settings. These students may have dropped out and want to reenter school or may still be enrolled and underachieving. The Diploma Plus model provides these students with two to four (or more) years of education service, depending on their individual needs, and improves academic rigor as well as the transition to postsecondary opportunities. Students gain strong academic and life skills, valuable work experience, and college credits that can be applied to a future college degree.

Additional information is available on the CDE Diploma Plus High Schools Web page at <http://www.cde.ca.gov/sp/eo/dp/>.

Community Day Schools

Community day schools (CDSs) are operated by school districts and county offices of education. CDSs serve mandatorily and other expelled students, students referred by a School Attendance Review Board, and other high-risk youths. CDSs are expected to operate in an environment of high expectations from staff and students. The 360-minute minimum instructional day includes academic programs that provide challenging curriculum, individual attention to student learning modalities and abilities, and school-to-career and other “real world” connections. CDS programs also focus on the development of pro-social skills and student self-esteem and resiliency. CDSs are intended to have low student-to-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youths. CDSs are supported by supplemental

apportionments for CDS attendance in addition to base revenue funding. The laws specific to CDSs are in California *Education Code* sections 48660–48667.

In October 2007, 260 districts and 19 county offices of education operated CDSs. While data shows that 11,585 students were enrolled in 372 CDSs on the reporting day, there is significant turnover in CDS students as they transition in and out of CDSs throughout the year. Approximately 30,000 students actually were served in CDSs during the 2007–08 school year. Also, the number of CDSs continues to grow. Approximately 400 CDSs are expected to be in operation during the 2008–09 school year.

Additional information is available on the CDE Community Day Schools Web page at <http://www.cde.ca.gov/sp/eo/cd/>.

Continuation Education

Continuation education, an educational option for students since 1919, is a high school diploma program that meets the needs of students ages sixteen to eighteen who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their schooling. The Model Continuation High School Recognition program is a partnership between the CDE and the California Continuation Education Association that identifies outstanding schools and creates a list of quality programs for school visitations.

Students enrolled in continuation education programs often are behind in high school credits. They may need a flexible educational environment because they are employed or fulfilling family obligations. Minimum attendance is 15 hours per week or 180 minutes daily. However, many continuation programs provide a wide spectrum of courses that exceed the minimum daily requirement. In addition to academic courses, the program emphasizes an occupational or career orientation or a work–study schedule. Supplemental programs may include independent study, regional occupational programs, career counseling, and job placement and apprenticeships. In October 2007, there were 522 continuation high schools reporting an enrollment of 71,539.

Additional information is available on the CDE Continuation Education Web page at <http://www.cde.ca.gov/sp/eo/ce/>.

County Community Schools

County community schools are operated by county offices of education to serve students who are expelled from their regular schools, referred by a School Attendance Review Board or at the request of the pupil's parent or guardian, referred by probation (pursuant to sections 300, 601, 602, 654 of the *Welfare and Institutions Code*), on probation or parole and not attending any school, or homeless.

County community schools' educational programs are characteristically student-centered and adapted to meet individual needs. A minimum day's program is 240 minutes. Students are provided with learning opportunities in academic skills, independent life skills, positive self-concepts, and effective relationships with others.

Although students may graduate from county community schools, the programs are designed to help students transition to appropriate educational, training, or employment settings after their attendance in the county community school. The community and receiving school districts are frequently involved in program planning and transition services.

Additional information is available on the CDE County Community Schools Web page at <http://www.cde.ca.gov/sp/eo/cc/>.

Home and Hospital Instruction

Home and hospital instruction helps students maintain continuity of instruction during a period of temporary disability. Any student with a temporary disability that makes attendance in regular classes or another education program impossible or inadvisable must receive individual instruction provided by the student's school district.

"Temporary disability" means a physical, mental, or emotional disability incurred while a student is enrolled and after which a student can reasonably be expected to return to regular day classes or an educational options program without special interventions.

"Individual instruction" means instruction provided to a student in a hospital or other residential health facility, excluding instruction in state hospitals, in the student's home, or under other circumstances prescribed by the State Board of Education.

Additional information is available on the CDE Home and Hospital Instruction Web page at <http://www.cde.ca.gov/sp/eo/hh/>.

Independent Study

Independent study was used by more than 130,765 full-time kindergarten through grade twelve students in 2007-08. It is an alternative instructional strategy that responds to individual student needs and learning styles. Students are required to follow the district-adopted curriculum, and work is governed by a written agreement signed by the student, teacher, parent, and relevant others. Independent study is a voluntary option authorized under California *Education Code* sections 51745–51749.3 and other sections, including 46300(e).

Independent study is available to students from kindergarten through high school as well as to students in adult school who are taking courses to meet the requirements for a high school diploma. Independent study serves a wide variety of students, ranging from child actors and aspiring Olympic athletes to students at risk of dropping out. The flexibility of independent study makes it possible for some students to stay in school—students with health problems and students who are parents or who need to work. Other students choose independent study because it allows them to accelerate or move more slowly in some subjects, to make up ground they have missed in the classroom, or to delve more deeply into areas of special interest. In 2007–08, over 19,000 independent study students graduated from high school or passed a high school equivalency exam.

The CDE encourages students and parents to consider independent study through the local public school system if they are looking for an alternative to classroom instruction. In October 2007, 1,495 schools reported students engaged in independent study. More information is available on the CDE Independent Study Web page at <http://www.cde.ca.gov/sp/eo/is/>.

The CDE has published the *Independent Study Operations Manual* to provide information about legal requirements and program guidelines. To purchase a copy, contact the CDE Press Sales Office at 800-995-4099 or by e-mail at sales@cde.ca.gov.

Juvenile Court Schools

Each individual county office of education provides mandated, compulsory public education services for juvenile offenders who are under the protection or authority of the county juvenile justice system and are incarcerated in juvenile halls, juvenile homes, day centers, juvenile ranches, juvenile camps, or regional youth educational facilities.

Schools provide quality learning opportunities for students to complete a course of study leading to a high school diploma. A minimum day program for juvenile court schools is 240 minutes. Students must take all required public education assessments (i.e., the California High School Exit Examination, Standardized Testing and Reporting Program). Upon release, or after the court terminates jurisdiction, students ages sixteen to eighteen who are not exempt from compulsory school attendance are required to continue their public education. The community, local school districts, and county offices of education provide planning and transition services for these students to earn a high school diploma.

Additional information is available on the CDE Juvenile Court Schools Web page at <http://www.cde.ca.gov/sp/eo/jc/>.

Opportunity Education

Opportunity education schools, classes, and programs provide support for students who are habitually truant, irregular in attendance, insubordinate, disorderly while in attendance, or unsuccessful academically. Opportunity education provides a supportive environment with specialized curriculum, instruction, guidance, and counseling; psychological services; and tutorial assistance to help students overcome barriers to learning. It is not a permanent placement but a short-term intervention to ensure that students will succeed when they return to their regular classrooms. The intent is always to provide as much instruction as possible within the traditional class environment, with the balance of the day in opportunity instruction if this direct additional support is needed. In October 2007, 49 counties reported opportunity enrollment in 396 schools in 190 districts.

The use of funds for this program is now at the discretion of the administration in each school district that receives funds from the Pupil Retention Block Grant. *Note:* The legislation that established the Pupil Retention Block grant repealed the authority to establish new opportunity schools or classes. However, districts are encouraged to

develop similar programs to meet the needs of students in accordance with minimum instructional day and other requirements for the host school. Enrollment in these types of programs is unknown.

Contact the Education Options Office at 916-322-5012 with any questions regarding educational options. Additional information is available on the CDE Educational Options Web page at <http://www.cde.ca.gov/sp/eo>.

Statewide Enrollment in Educational Options Schools and Programs:
2002-03 Through 2007-08

Program or School	Grade Level	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Continuation Schools	K-8	416	566	537	328	158	230
	9-12	66,415	67,933	69,679	69,273	71,205	71,309
Community Day Schools	K-8	2,735	2,664	2,791	2,598	2,677	2,804
	9-12	7,236	8,347	8,402	8,584	8,713	8,781
County Court and Community Schools	K-8	4,023	3,796	3,791	3,563	3,440	3,938
	9-12	26,527	26,390	26,360	26,227	27,589	29,209
Opportunity	1-8	4,422	3,486	3,556	2,945	2,389	2,362
	9-12	7,101	5,103	5,810	5,352	5,177	5,825
Magnet	K-8	121,981	120,335	123,091	127,086	83,252	93,094
	9-12	59,993	65,580	65,781	70,761	43,859	51,432
Independent Study	K-8	25,831	27,555	30,219	28,115	29,384	38,160
	9-12	70,506	71,040	78,802	79,535	84,509	92,605
Other Programs	K-8	12,612	7,433	9,268	9,228	30,675	7,721
	9-12	25,603	23,642	22,896	21,788	43,892	35,345
Grade Totals	K-8	167,997	165,835	173,253	173,863	151,975	148,309
	9-12	237,778	268,035	277,730	281,520	284,944	294,506
State Totals	K-12	405,775	433,870	450,983	455,383	436,919	442,815

Note: These figures are based on Annual Maintenance and CBEDS data, reflecting the number of students enrolled on a single day in October, when data are reported each year. Because of the turnover that occurs as students transition into and out of educational options schools and programs throughout the year, the enrollment numbers in this table undercount, to an unknown but probably significant extent, the number of students actually served by these schools and programs.

School enrollment numbers were obtained from CDE's DataQuest. Prior to 2003-04, the "County Court and Community Schools" category was not used. The enrollment for these schools was included in "Community/Experience Based" and "Other Programs." The grade and state totals for years prior to 2003-04 do not include the "County Court and Community Schools" enrollment numbers due to duplicate count issues. Grade and state totals for 2003-04 through current year include all enrollment numbers.

Charter Schools

A charter school is a public school that may provide instruction in any combination of grades (kindergarten through grade twelve). Parents, teachers, or community members may initiate a charter petition, which is typically presented to and approved by a local school district governing board. The law grants chartering authority to county boards of education and the State Board of Education under certain circumstances, such as the appeal of a petition's denial by a school district governing board or the direct approval of countywide benefit or statewide benefit charter schools.

The specific goals and operating procedures for a charter school are detailed in the agreement between the authorizing entity and the school's organizers (the charter). Charter status frees the school from many of the state statutes and regulations that apply to school districts. The purposes of charter schools are to improve student learning, use different and innovative teaching methods, create new professional opportunities for teachers, provide parents and students with expanded educational opportunities within the public school system, and improve student achievement. School charters may include admission requirements that do not constitute illegal discrimination. Charter schools are subject to the following conditions:

- An existing private school may not be converted to a charter school.
- A charter school must be nonsectarian.
- A charter school may not discriminate, nor can it charge tuition.
- No pupil can be required to attend a charter school, nor can teachers be required to work in a charter public school.
- A charter school must have highly qualified, credentialed teachers in all core subjects.

In 1992, California became the second state in the nation to adopt public charter school legislation. Currently, about 850 active charter schools and nine all-charter districts are operating in California. Of the individual charter schools:

- Approximately 77 percent are start-up schools, and the remainder are conversions of pre-existing public schools.
- Approximately 80 percent are classroom- or site-based, and the remainder are either partially or exclusively nonclassroom-based (independent study).
- Approximately 62 percent are directly funded (i.e., have a separate account in the county treasury), and the remainder are locally funded (i.e., are included in the budget of the chartering authority).

Charter schools are located throughout the state in 45 of California's 58 counties and in rural, suburban, and urban areas. Student populations are diverse and tend to reflect the student populations of the districts in which the charter schools are located. The number of students enrolled in charter schools is approximately 200,000.

Innovative charter schools provide programs that offer everything from an emphasis on foreign languages to performing and fine arts. Some charter schools develop partnerships with other public agencies (such as the California Conservation Corps, county government agencies, and local community colleges), and some provide specialized programs (such as a program to place students in work experience settings or a program of comprehensive family services). Although most charter school students attend site-based programs with the look and feel of a traditional classroom, other students participate in programs with research-based alternative learning modalities (such as the Montessori method) or programs that are tailored to the needs of the individual student (such as nonclassroom-based or independent study and virtual programs). In some cases, charter schools focus on dropout recovery, providing a second chance to students who wish to pursue a high school diploma but who have not been successful in other settings.

All charter schools must participate in the Standardized Testing and Reporting (STAR) program and other state assessments. Charter schools receive an Academic Performance Indicator like all other public schools. An interactive Web-based map, which affords the public easy access to specific information on charter schools, is available on the CDE Charter Schools in California Counties' Web page, <http://www.cde.ca.gov/ds/si/cs/ap1/imagemap.aspx>.

For more information regarding charter schools, contact the Charter Schools Division at 916-322-6029 or by e-mail at charterschools@cde.ca.gov. Additional information is available on the CDE Charter Schools Web page at <http://www.cde.ca.gov/sp/cs> and the U.S. Charter Schools Web site at <http://www.uscharterschools.org> (Outside Source).

Private Instruction

Private Schools

Children who are instructed in private, full-time day schools are exempt from public school attendance (California Education Code [EC] Section 48222). Private schools must offer instruction in the several branches of study required in the state's public schools.

The CDE is not empowered to license, evaluate, recognize, approve, or endorse any private elementary or secondary school or course. The CDE does not accredit public or private schools. Some schools, however, have elected to be accredited by the Western Association of Schools and Colleges (WASC). For information regarding whether a specific private school has been accredited by WASC, contact WASC at 650-696-1060. Additional information is available on the Western Association of Schools and Colleges Accrediting Commission for Schools Web site at <http://www.acswasc.org> (Outside Source). Private school owners and administrators are subject to local city and county ordinances (e.g., health, safety, zoning, business license, and so forth) that may apply to the operation of private schools.

There is no requirement in the *EC* for a teacher in a private school to hold a state teaching credential. Private school authorities are required to obtain a criminal record summary on every applicant for employment in a position requiring contact with minor pupils (except a parent or legal guardian working exclusively with his or her children). Private school authorities may not employ a person before the criminal record summary is received, and they may not employ an applicant who has been convicted of a serious or violent felony unless the applicant has a certain certificate of rehabilitation and a pardon. Private schools are also prohibited from hiring any person who would be prohibited from employment by a public school district pursuant to any provision of the *EC* because of his or her conviction for any crime. Since July 1, 1999, no person who would be prohibited from employment by a private school because of his or her criminal conviction record may own or operate a private school offering instruction on the elementary or high school level. (*EC* Section 44237, as amended, provides further information regarding these restrictions on hiring and private school ownership or operation.) Those possessing a valid California teaching credential and certain others specified in the statute are exempt from this requirement because the criminal record check is part of the credentialing process.

California private schools serving kindergarten through grade twelve are required by state law to file an informational affidavit with the Professional Development and Curriculum Support Division of the CDE each year between October 1 and October 15. Full-time private schools with physical addresses in California should file on the CDE Filing the Private Schools Affidavit Web page at <http://www.cde.ca.gov/sp/ps/rq/affidavit.asp>. In the 2007–08 school year, 3,480 private elementary schools and high schools (with six or more students), enrolling 564,734 students, filed affidavits. This affidavit is not a license. The affidavit is necessary for the pupil's exemption from public

school and for the school to be eligible to receive the appropriate records from the pupil's last school. School districts have the responsibility to ensure that all school-age children in the district either are in attendance at a public school or are legally exempt.

The *California Private School Directory* lists all private schools with six or more students that have filed the informational affidavit. It is posted annually on the CDE Private Schools Affidavit Web page at <http://www.cde.ca.gov/sp/ps/rq>. For further information, contact the Elementary Education Office at 916-319-0839 or by e-mail at privateschools@cde.ca.gov. Additional information is available on the CDE Private Schools Web page at <http://www.cde.ca.gov/sp/ps>.

Tutoring

Professional tutoring is a statutory exemption from the compulsory public school attendance law (*Education Code* sections 48200 and 48224). The tutor (who may be any person, including a parent or guardian) must have a valid teaching credential for the grade level being taught, and instruction must be in the branches of study required in the public schools. Tutoring must be provided for at least three hours per day for at least 175 days per year.

For more information regarding private instruction, contact the Elementary Education Office at 916-319-0839 or by e-mail at privateschools@cde.ca.gov. Additional information is available on the CDE Private Schools Web page at <http://www.cde.ca.gov/sp/ps>.

Private School Enrollment as a Percentage of Total Enrollment in California Schools: 1996–97 Through 2007–08

Year	Enrollment		Total	Percentage of Total Enrollment
	Public School	Private School*		
1996–97	5,612,965	615,011	6,227,976	9.9
1997–98	5,727,303	622,965	6,349,968	9.8
1998–99	5,844,111	628,746	6,472,857	9.7
1999–2000	5,951,612	640,802	6,592,414	9.7
2000–01	6,050,895	648,564	6,699,459	9.7
2001–02	6,147,375	635,719	6,783,094	9.4
2002–03	6,244,403	611,350	6,855,753	8.9
2003–04	6,299,015	599,605	6,898,620	8.7
2004–05	6,322,217	591,056	6,913,273	8.5
2005–06	6,312,096	594,597	6,906,693	8.6
2006–07	6,288,237	584,983	6,873,220	8.5
2007–08	6,275,469	564,734	6,840,203	8.3

*Includes only private schools with six or more students

Source: CBEDS data collection, Educational Demographics, October 2007, and 2007–08 Private School Affidavits

Learning Support

Counseling and Student Support

School Counseling Programs

The California Department of Education's (CDE's) school counseling programs are comprehensive in scope, preventive in design, and developmental in nature. The purpose is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring that all students, from prekindergarten through adulthood, achieve success in school. The goal of a school counseling program is to increase student learning and achievement by advancing student academic development, career development, and personal and social development.

A counseling program is an integral component of the educational system and is vital in preparing and assisting students to be successful, lifelong learners. School counselors and other members of the student support team (school psychologists, school social workers, child welfare and attendance supervisors, and school nurses) assist students in making decisions, managing emotions, coping with crises, overcoming barriers to learning, and seeking access to the core curriculum. School counselors and members of the support team help students set short-term and long-term goals, improve attendance, reduce and resolve conflicts, and prevent youth suicide. This support team works to create a positive learning environment; teaches self-management skills; acts as advocates for students; and provides relevant academic, career, and personal/social counseling to enable students to make informed decisions toward their future goals.

School counselors are trained educators possessing a valid credential with a specialization in pupil personnel services (California *Education Code* [EC] Section 49600). As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a comprehensive counseling program and serve as representatives on district school guidance teams, such as school attendance review boards.

The following list of resources provides valuable direction to school districts and county offices of education in developing program standards and accountability systems in school counseling programs.

- The Support Personnel Accountability Report Card (SPARC), developed by the Los Angeles County Office of Education and the CDE, is a continuous improvement tool that is modeled after the School Accountability Report Card (SARC). It assists schools in promoting their counseling and student support program, improving their program's accountability, and implementing the National Model for School Counseling Programs.
- The National Model for School Counseling Programs, developed by the American School Counselor Association, connects school counseling programs with current educational reform movements. The national model reflects a comprehensive

approach to program foundation, delivery, management, and accountability. The model provides the mechanism through which school counselors and school counseling teams can design, coordinate, implement, manage, and evaluate their programs for students' success. It provides a framework that includes the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, and systemic change.

- The National Standards for School Counseling Programs, developed by the American School Counselor Association, assists school counselors, counselor educators, and school leaders in developing comprehensive school counseling and guidance programs. The standards also assist school districts in developing methods for evaluating the effectiveness of their comprehensive school counseling programs.
- The Tenth-Grade Counseling Program (*EC* sections 48431.6 and 48431.7) requires school districts that receive certain funds to provide a systematic review of each student's academic progress and provide counseling regarding educational options available during the final two years of high school. The purpose of the program is to provide a checkpoint for assessing student progress toward meeting graduation requirements and to broaden the educational and career options for students. It is also intended to give priority for counseling to students who are not progressing satisfactorily toward graduation or who are not motivated to set educational and career goals appropriate to their ability.

This program is included in Assembly Bill 825, the Pupil Retention Block Grant, which combined eight separate appropriations in the Budget Act of 2005. The bill took effect on July 1, 2005.

- The Middle and High School Supplemental Counseling Program is supported by \$200 million of ongoing Proposition 98 funding to augment counseling services to students in grades seven to twelve. In addition, the law provides for additional counseling services to students in grades seven to twelve who are far below basic achievement on the English or mathematics portion of the California Standards Tests, in jeopardy of not graduating from high school, or who have not passed one or both parts of the California High School Exit Examination (CAHSEE). This is the largest single allotment of money ever awarded to expand school counseling programs in the state of California. Support for professionals with pupil personnel services credentials, such as professional development, would also be allowable through this funding.

The document *California Results-Based School Counseling and Student Support Guidelines* was written by the staff of the Counseling, Student Support, and Service-Learning Office in 2007. This is the first update to the original publication in 25 years. The guidelines use the framework of the American School Counselor Association national model combined with specific information to address California's unique population. This document provides guidance to school counselors who want to improve existing school counseling programs or want to implement a new school counseling program. The document is available on the CDE Counseling/Student Support Resources Web page at <http://www.cde.ca.gov/ls/cg/re>.

For more information regarding school counseling programs, contact Barbara Pomerantz, Education Administrator I, Counseling, Student Support, and Service-Learning Office, at 916-319-0729 or by e-mail at bpomerantz@cde.ca.gov. Additional information is available on the CDE Counseling/Student Support Web page at <http://www.cde.ca.gov/ls/cg>.

Student Support Programs

The following programs focus on providing schoolwide student support that prevents students from dropping out of school as well as enriching the school climate that leads to their success. These programs are included in Assembly Bill 825, the Pupil Retention Block Grant, which combined eight separate appropriations in the Budget Act of 2005. The bill took effect on July 1, 2005.

- **Comprehensive Student Support (CSS) Program.** This is a combination of student support elements and strategies that identify obstacles to academic and school success and provides a richer, more supportive school environment. Research has proven that CSS program elements create a climate that promotes positive morale for students, parents, teachers, and staff. The rich climate contributes to the success of students by providing them with high expectations and opportunities for meaningful participation. This program, based in comprehensive K–12 schools and managed by an outreach consultant, relies on early identification and prevention school strategies; efforts that promote resiliency; formal coordination of services and resources; a strength-based approach; and an incentive focus at the site to support all students, particularly those in high-risk situations. Significant program components include outreach to local resources and services, parental involvement, Student Success Teams, opportunities for student involvement, and the active involvement of the school site council. This program is funded in 336 schools throughout California. The success of the program is clear enough that several unfunded school sites are seeking sources to fund an outreach consultant to manage the program elements at their sites.
- **Alternative Education Outreach Consultant Program.** This districtwide dropout recovery program works with dropouts and potential dropouts. Program staff members recruit, assess, and counsel students in alternative education settings. The program encourages students to complete their education and provides a variety of educational options to secure the best practical result for students who have not been successful in a traditional comprehensive school setting. The program is located in 50 school districts throughout California.
- **Educational Clinics.** This dropout recovery program serves students who have been out of school for at least 45 days or who have been expelled from school. This program does outreach, initial intake, and basic skills testing. It also provides a basic skills curriculum to assist students to return to a more traditional education placement.

For more information regarding student support programs, visit the CDE Dropout Prevention Web page at <http://www.cde.ca.gov/ls/ai/dp>.

Foster Youth Services Programs

Foster Youth Services (FYS) programs provide support to reduce the traumatic effects students suffer from being displaced from family and school. FYS programs ensure that health and school records are obtained to establish appropriate placement and coordinate and provide instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. These programs increase the stability of placements for foster children and youths. Their services are designed to improve the children's educational performance and personal achievement, directly benefiting the children as well as providing long-range cost savings to the state.

FYS programs work through interagency collaboration with social workers, probation officers; group home, school, juvenile detention staff members; caregivers; current and former foster youths; child welfare agencies; probation departments; and community service agencies to influence foster children's day-to-day routines, both during and after school. FYS programs may also collaborate with, complement, and supplement a variety of existing support services to help ensure delivery of comprehensive support services to foster children and youths. These services include Title I, Neglected and Delinquent Youth (Public Law 103-382) program services, Healthy Start Services, services provided by special education local plan areas (SELPAs), and Independent Living Programs, to name a few.

FYS programs are funded on a three-year cycle through a noncompetitive grant process. Eligible applicants include county offices of education or a consortium of counties as a single applicant and the six core school districts specified in California *Education Code (EC)* Section 42920. There are FYS grant-funded programs in 57 of California's 58 counties.

Chapter 862, Statutes of 2004 (Assembly Bill 490), includes a provision that requires all districts to appoint an educational liaison with prescribed duties to ensure appropriate and timely educational placement and equal opportunities for foster youths. These educational liaisons are supported by FYS programs in local programs.

In addition to the 57 countywide and 28 juvenile detention FYS programs operated through county offices of education, there are district FYS programs operated through six core districts as specified in *EC* Section 42920. All FYS programs provide educational and support services to foster youths residing in licensed foster homes. Chapter 75, Statutes of 2006, contains a new provision for education-based services to foster youths in county-operated juvenile detention facilities.

For more information regarding the FYS program, contact the Counseling, Student Support, and Service-Learning Office at 916-323-2183 or by e-mail at fosteryouth@cde.ca.gov. Additional information is available on the CDE Foster Youth Services Web page at <http://www.cde.ca.gov/ls/pf/fy>.

Safe Schools and Violence Prevention

All CDE programs have an effect on the learning environment and therefore on school safety. The programs that have the improvement of school safety as the principal goal are described below.

- **School Safety and Violence Prevention (SSVP) Act/AB 1113.** This program provides approximately \$93 million annually for a block grant, based primarily on student enrollment, to school districts serving students in grades eight through twelve. Approximately \$1 million (also based on enrollment) is allocated to county offices of education. These funds may be used for all violence-prevention strategies, including implementing science-based violence-prevention programs, hiring personnel trained in conflict resolution, providing on-campus communication devices, establishing staff training programs in violence prevention, and establishing cooperative arrangements with law enforcement.
- **Safe and Drug-Free Schools and Communities (SDFSC) Act.** This program, funded by the No Child Left Behind Act, provides approximately \$28 million annually for school- and community-based alcohol-, drug-, and violence-prevention programs. The two primary elements of the program are (1) the maintenance of a statewide leadership program operated through county SDFSC coordinators who provide training, technical assistance, and leadership to school districts in the implementation of a prevention program; and (2) CDE leadership of the statewide transition to the use of science-based prevention programs. The program is administered by the Safe and Healthy Kids Program Office. Additional information is available on the CDE Safe and Drug-Free Schools and Communities Act Web page at <http://www.cde.ca.gov/ls/he/at/safedrugfree.asp>.
- **School Community Violence Prevention (SCVP).** Assembly Bill 825 of 2004 created a new school violence-prevention grant program by consolidating all previous appropriations for school violence-prevention grants into one program. This program provides approximately \$16 million annually to school districts and county offices of education. Grants are for a maximum of \$500,000 for a grant term of five years, and they may be used to address any unmet violence-prevention needs, including gang prevention and intervention. Successful applicants will demonstrate:
 1. A strong collaborative process that includes school staff, local law enforcement, families, students, and community members
 2. Significant school safety needs as identified by a needs analysis conducted by the collaborative group
 3. A plan, created by the collaborative, which uses prevention programs of demonstrated effectiveness to address the identified needs
 4. Coordination of the SCVP grant with existing school safety activities funded by other fund sources
- **School Community Violence Prevention Training Grant.** This grant offers information to all local educational agencies through publications, training, and

conferences. Training on three topics is offered statewide: safe school planning, crisis preparedness and response, and bullying prevention and intervention. This training is conducted by law enforcement and education professionals.

For more information regarding safe schools and violence prevention, contact the Safe and Healthy Kids Program Office at 916-319-0920. Additional information is available on the CDE Safe Schools Web page at <http://www.cde.ca.gov/ls/ss>.

Child Care and Development Programs

California has long been a leader in recognizing the value of quality child care and development programs for infants, toddlers, prekindergarteners, and school-age children. For more than 64 years, the CDE has developed and funded agencies throughout the state so that families can find safe, healthy, and educationally enriched environments that are staffed by competent, caring adults. Funding is provided for services to low-income families, including welfare recipients, in licensed center-based programs; licensed family child care homes; and license-exempt settings, such as a family's own home or the home of a relative or neighbor.

Three major trends have recently focused public attention on the value of children's preschool education: (1) the unprecedented labor force participation of women with young children, which is creating a pressing demand for child care; (2) an emerging consensus among professionals and, to an even greater extent, among parents, that young children should be provided with educational experiences; and (3) the accumulation of convincing evidence from research that young children are more capable learners than current practices reflect and that good educational experiences in the preschool years can have a positive effect on later school learning.

In 2008, Assembly Bill 2759 was signed into law, consolidating all the current State Preschool, Prekindergarten Family Literacy, and general Child Care and Development programs serving preschool-aged children into the California State Preschool Program. This is the largest state-funded preschool program in the nation. It streamlines the administration of state preschool programs and improves the efficiency and effectiveness of program administration. Senate Bill 1629, also passed in 2008, is the first step in developing a Preschool Quality Improvement System to expand and enhance the state's preschool system to help bridge California's achievement gap.

The child care and development system administered by the CDE continues to be the largest, most culturally diverse, and most comprehensive in the nation, with funding at over \$2.6 billion for fiscal year (FY) 2008–09. The CDE maintains 1,647 service contracts with 791 public and private agencies supporting and providing services to 492,432 children (FY 2006–07). Contractors include school districts, county offices of education, cities, local park and recreation districts, county welfare departments, other public entities, community-based organizations, and private agencies.

The CDE works collaboratively to develop a streamlined and consolidated state plan for early care and education services that meets the needs of California's families and children. This collaboration includes Head Start and Early Head Start through a federal grant to support the CDE's California Head Start State Collaboration Office. The CDE also works collaboratively with First Five California to improve the quality and availability of child care and development programs statewide.

Two other programs connect early childhood education, parental involvement, and family literacy services for families in California. These are the William F. Goodling Even Start Family Literacy and the American Indian Early Childhood Education programs.

Currently, more than a dozen CDE-administered programs meet the varied needs of California's families. The eligibility for federally and state-subsidized services continues to be based primarily on income and need, with additional criteria depending on program type and funding source. The CDE is committed to maximizing parental choice of care and to improving the availability and quality of infant, preschool, and before- and after-school services. Services to children at risk of abuse, neglect, and exploitation and children receiving protective services through county welfare departments remain a top priority. The CDE has also implemented several initiatives to support and assist child care and development programs to create welcoming and inclusive environments for children with exceptional needs.

For more information regarding child care and development programs, please contact the Child Development Division at 916-322-6233. Additional information is available on the CDE Child Development Web page at <http://www.cde.ca.gov/sp/cd>.

Child Care and Development Program Appropriations: 2008–09

Program	State General Fund	Federal Child Care and Development Fund	Total
State Preschool	\$444,903,000	--	\$444,903,000
General (Center-Based) Programs	724,938,000	\$85,263,000	810,201,000
Migrant Child Care	35,439,000	5,411,000	40,850,000
Alternative Payment (AP) Program	114,032,000	144,779,000	258,811,000
AP-Stage 2 CalWORKs	506,611,000	10,000,000	516,611,000
AP-Stage 3 CalWORKs	198,797,000	234,056,000	432,853,000
Resource and Referral	19,438,000	--	19,438,000
Extended Day Care (Latchkey)	36,138,000	--	36,138,000
Bay Area Handicapped Program	2,011,000	--	2,011,000
California Child Care Initiative	250,000	--	250,000
Quality Initiatives	15,320,000	52,252,000	67,572,000
Local Planning Councils	887,000	5,750,000	6,637,000
Centralized Eligibility List	7,900,000	--	7,900,000
Carryover	4,000,000	--	4,000,000
Total	\$2,110,664,000	\$537,511,000	\$2,648,175,000

Family Literacy Program Appropriations: 2008–09

Program	State General Fund	Federal Child Care and Development Fund	Total
William F. Goodling Even Start Family Literacy Program	--	\$8,497,000	\$8,497,000
American Indian Early Childhood Education Program	\$662,000	--	662,000
Total	\$662,000	\$8,497,000	\$9,159,000

Nutrition Services

The CDE provides leadership on and support of nutrition services to enhance the health, well-being, development, and educational potential of California's children, adults, and families.

The State Superintendent of Public Instruction, Jack O'Connell, has made nutrition, health, and physical education a top priority. These issues are outlined on the CDE Healthy Children Ready to Learn Web page at <http://www.cde.ca.gov/eo/in/se/yr05healthychildrenwp.asp>. The CDE actively pursues creative approaches to addressing childhood obesity and other health issues and has produced reports by the Superintendent's Task Force on Obesity, Type II Diabetes, and Cardiovascular Disease and the Advisory Committee on Nutrition Implementation Strategies. Superintendent O'Connell and California Health and Human Services Agency Secretary Kim Belshé jointly convened a multiagency advisory group of child care stakeholders to develop policy recommendations designed to combat childhood obesity in California's youngest children. Through a series of six monthly meetings that ended in February 2008, the advisory group developed policy recommendations to improve nutrition and physical activity in preschools and child care facilities. The Executive Summary is expected to be released in January 2009 and the full report in April 2009.

Local Wellness Policy

To further address growing concerns about childhood obesity, Congress now requires each local educational agency that participates in the U.S. Department of Agriculture's (USDA's) school meals programs to establish a local wellness policy. The CDE continues to provide leadership, training, and resources to support implementation and evaluation of these locally developed school wellness policies, which are to incorporate:

- Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness
- Nutrition guidelines for all foods available on each campus during the school day
- Assurance that nutrition guidelines for school meals are met
- Involvement of parents and guardians, students, school food-service professionals, school administrators, school board members, and members of the public in establishing the wellness policy
- A plan for measuring implementation of the wellness policy

Current state laws and regulations limit fat, saturated fat, trans fat, sugar, and calories in foods and beverages sold outside the federally reimbursable school meal programs, often referred to as competitive foods and beverages. Information and resources on the subject of competitive foods and beverages will be available on the CDE Nutrition Web page at <http://www.cde.ca.gov/ls/nu> in late 2009 or early 2010. The CDE is also partnering with the USDA to develop Web pages that will provide a searchable list of food and beverage products that are compliant with California nutrition standards. This

searchable list of foods and beverages should be available soon on the USDA Food and Commodity Connection Web page at <http://www.foodconnect.usda.gov> (Outside Source).

Meal Programs

On an average day in California, more than 5.5 million nutritious meals are served at approximately 45,000 locations. These meals are funded by the U.S. Department of Agriculture's (USDA's) National School Lunch, School Breakfast, Summer Food Service, and Child and Adult Care Food programs. The CDE disburses approximately \$1.65 billion in federal and state funds to support schools, child-care centers, family day-care homes, adult-care centers, park and recreation centers, and other eligible agencies in providing nutritious meals and snacks. In 2007–08, the CDE distributed over \$120 million in USDA-donated food to eligible public and private nonprofit agencies throughout the state for use in preparing meals. The number of children participating in meal programs has increased dramatically. For example, the number of school meals provided in 2007–08 increased by 27 million, about four times faster than the customary (6 million) annual increase.

The CDE also administers the:

- Special Milk Program, which assists schools, summer camps, and eligible agencies in providing over 3.8 million half-pint servings of milk annually to children
- Commodity Supplemental Food Program, which monthly provides over 53,000 low-income, breastfeeding mothers; pregnant women; children under age five; and impaired elderly people with USDA-donated foods designed to meet their nutritional needs
- California Fresh Fruit and Vegetable Program, which provides, to participating school districts, an additional free fresh fruit or vegetable snack to students during the school day as a supplement to (not a part of) the school breakfast and school lunch programs and teaches students about good nutrition

Education and Training

The CDE provides nutrition and food service education and training to child nutrition program operators and educators, frequently in collaboration with numerous education, health, and nutrition-allied organizations and through affiliation with advocacy and professional organizations. The goal is to improve the nutritional health of children and families through effective management of all school and child care programs.

The CDE provided \$10.8 million in California Instructional School Garden Program grants to 3,849 schools during 2007–08. School garden programs provide students with hands-on experience in growing food in a real-life setting and an opportunity to eat what they sow. School gardens also help students learn healthy eating habits. For more information regarding school gardens, please visit the CDE “Garden in Every School” Web page at <http://www.cde.ca.gov/ls/nu/he/garden.asp>.

Child Nutrition Information and Payment System

On August 25, 2008, the CDE's Nutrition Services Division (NSD) implemented the "applications" component of the school meal module of the new Child Nutrition Information and Payment System (CNIPS). The new Web-based system will streamline administrative responsibilities of Child Nutrition Program sponsors statewide.

CNIPS is the largest Web-based application and reimbursement system ever implemented by the CDE. When fully implemented, the new system will help local program sponsors administer state and federal nutrition programs such as the National School Lunch and Breakfast, Food Distribution, Special Milk, Child and Adult Care Food, and Summer Food Service programs. CNIPS will enable sponsors to easily submit online reimbursement, view the status of applications and meal reimbursement claims, and access site and sponsor information across programs.

For more information regarding nutrition services, contact the Nutrition Services Division at 916-445-0850 or 800-952-5609. Additional information is available on the CDE Nutrition Web page at <http://www.cde.ca.gov/ls/nu>.

English Learners

In the 2007–08 school year, there were approximately 1.6 million English learners in California public schools, nearly the same level as in 2006–07. The CDE provides assistance to local schools and districts to achieve the following goals:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English learners from their native English-speaking peers. In order to accomplish these goals, all English learners are provided with English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in one of three settings:

- **Structured English Immersion (SEI)**—A classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.
- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- **Alternative Program (Alt)**—A language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district. Placement in an alternative program is triggered by the parents through a parental exception waiver.

Basic Facts—California Language Census: Spring 2008

English learners are a significant portion of California public school students:

- The 1,553,091 English learners constitute 24.7 percent of the total enrollment in California public schools.
- A total of 2,729,242 students speak a language other than English in their homes. This number represents about 43 percent of the state's public school enrollment.
- The majority of English learners (68 percent) are enrolled in the elementary grades, kindergarten through grade six. The rest (31 percent) are enrolled in the secondary grades, seven through twelve; and 1 percent are in the ungraded category.

Although English learner data are collected for 55 language groups, 95 percent speak one of the top ten languages in the state:

1. Spanish: 85.1 percent
2. Vietnamese: 2.2 percent
3. Pilipino (Filipino or Tagalog): 1.4 percent
4. Cantonese: 1.4 percent
5. Hmong: 1.3 percent
6. Korean: 1.1 percent
7. Mandarin: 0.8 percent
8. Punjabi: 0.6 percent
9. Arabic: 0.6 percent
10. Armenian: 0.5 percent

English learners are placed in specific instructional program settings in accordance with the statutes and regulations established by Proposition 227:

- A total of 755,966 (48.7 percent) English learners are enrolled in Structured English Instruction (SEI) settings.

There are 1,553,091 English learners who receive various combinations of different instructional program settings regardless of program placements:

- A total of 148,561 receive only ELD instruction in addition to the regular school program.
- A total of 855,375 receive at least one period of ELD and two periods of specially designed academic instruction in English (SDAIE) and sheltered instruction in subjects such as mathematics or social science in addition to the regular school offerings.
- A total of 327,529 receive, in addition to ELD and SDAIE, at least two periods of subject matter instruction facilitated by primary language support.
- A total of 80,405 receive, in addition to ELD and often in combination with SDAIE and/or primary language support, at least two subject matter periods taught through primary language instruction.
- A total of 116,290 receive English learner instructional services other than those described above.
- A total of 24,931 English learners do not receive any instructional services required for English learners.

English learners are taught by a wide range of instructional staff:

- A total of 5,401 teachers hold a bilingual teaching authorization and are assigned to provide primary language instruction.
- A total of 198,619 teachers hold a California Commission on Teacher Credentialing (CCTC) credential, certificate, or authorization to provide ELD and/or SDAIE instruction.

- A total of 14,045 bilingual paraprofessionals were assigned to teachers in order to provide primary language support or instruction to English learners.

Contact the English Learner Accountability Unit with questions regarding state and federal legal requirements at 916-319-0938; the Language Policy and Leadership Office for program policy questions, at 916-319-0845; or the Educational Demographics Office for data collection questions at 916-327-0219. Additional information is available on the CDE English Learners Web page at <http://www.cde.ca.gov/sp/el>. To access the CDE's database containing demographic information on language-minority students, visit the CDE DataQuest Web site at <http://data1.cde.ca.gov/dataquest>.

Number of English Learners in California Public Schools:
2003-04 Through 2007-08

Language	2003-04	2004-05	2005-06	2006-07	2007-08	Percent increase (2003-04 to 2007-08)
<i>Albanian</i>	163	140	119	111	112	-31.29
<i>Arabic</i>	7,556	7,646	7,876	8,430	9,133	20.87
<i>Armenian</i>	10,660	9,698	8,655	7,859	7,606	-28.65
<i>Assyrian</i>	656	650	595	667	711	8.38
<i>Bengali</i>	N/A	381	474	489	590	N/A
<i>Bosnian</i>	264	N/A	N/A	N/A	N/A	N/A
<i>Burmese</i>	432	422	456	452	625	44.68
<i>Cantonese</i>	22,867	22,475	22,756	21,388	21,551	-5.76
<i>Cebuano (Visayan)</i>	389	395	445	470	452	16.2
<i>Chaldean</i>	649	543	541	549	645	-0.62
<i>Chamorro (Guamanian)</i>	48	41	44	45	56	16.67
<i>Chaozhou (Chiuchow)</i>	573	589	568	547	537	-6.28
<i>Croatian</i>	181	N/A	N/A	N/A	N/A	N/A
<i>Dutch</i>	152	184	185	195	217	42.76
<i>Farsi (Persian)</i>	5,650	5,565	5,442	5,506	5,634	-0.28
<i>Filipino (Pilipino or Tagalog)</i>	20,895	20,939	20,556	21,435	22,389	7.15
<i>French</i>	962	1,007	1,022	1,136	1,269	31.91
<i>German</i>	639	625	643	798	883	38.18
<i>Greek</i>	187	173	162	159	166	-11.23
<i>Gujarati</i>	1,153	1,175	1,123	1,157	1,266	9.8
<i>Hebrew</i>	948	1,004	957	965	999	5.38
<i>Hindi</i>	4,172	3,994	3,859	3,838	3,979	-4.63
<i>Hmong</i>	23,423	22,776	21,907	21,047	19,715	-15.83
<i>Hungarian</i>	178	195	179	178	178	0
<i>Ilocano</i>	1,387	1,296	1,208	1,193	1,206	-13.05
<i>Indonesian</i>	1,043	1,002	1,049	1,106	1,121	7.48
<i>Italian</i>	290	288	305	301	371	27.93
<i>Japanese</i>	4,764	4,582	4,673	4,869	5,099	7.03
<i>Khmer (Cambodian)</i>	10,011	9,563	8,469	7,854	7,364	-26.44
<i>Khmu</i>	160	137	127	117	106	-33.75
<i>Korean</i>	17,132	16,463	16,091	16,732	16,799	-1.94
<i>Kurdish (Kurdi, Kurmanji)</i>	332	324	316	303	289	-12.95
<i>Lahu</i>	357	311	299	301	294	-17.65
<i>Lao</i>	4,573	4,055	3,710	3,446	3,181	-30.44
<i>Mandarin (Putonghua)</i>	11,347	11,825	12,452	12,719	12,918	13.85
<i>Marshallese</i>	126	122	132	204	234	85.71
<i>Mien (Yao)</i>	2,837	2,443	2,101	1,806	1,611	-43.21
<i>Mixteco</i>	666	720	743	938	1,090	63.66
<i>Pashto</i>	732	762	796	817	877	19.81
<i>Polish</i>	296	281	290	269	268	-9.46
<i>Portuguese</i>	2,021	2,096	2,020	1,965	1,988	-1.63
<i>Punjabi</i>	8,977	9,259	9,138	9,283	9,198	2.46
<i>Rumanian</i>	1,208	1,078	1,019	958	877	-27.4
<i>Russian</i>	7,654	7,678	7,547	7,164	7,177	-6.23
<i>Samoan</i>	1,574	1,648	1,479	1,449	1,525	-3.11
<i>Serbo-Croatian (Bosnian, Croatian, Serbian)</i>	249	663	562	509	516	107.23
<i>Somali</i>	N/A	928	999	1,293	1,428	N/A
<i>Spanish</i>	1,359,792	1,357,778	1,341,369	1,338,611	1,320,981	-2.85
<i>Taiwanese</i>	301	299	277	242	274	-8.97
<i>Thai</i>	1,535	1,417	1,430	1,423	1,539	.26
<i>Tigrinya</i>	356	393	414	389	388	8.99
<i>Toishanese</i>	250	244	202	170	164	-34.40
<i>Tongan</i>	1,716	1,678	1,672	1,591	1,616	5.83
<i>Turkish</i>	280	298	318	338	362	29.29
<i>Ukrainian</i>	2,391	2,548	2,464	2,324	2,223	-7.03
<i>Urdu</i>	2,620	2,587	2,558	2,576	2,756	5.19
<i>Vietnamese</i>	34,444	34,333	34,263	34,356	34,712	.78
<i>Other languages</i>	14,317	11,809	11,368	13,624	13,826	-3.43
State totals	1,598,535	1,591,525	1,570,424	1,568,661	1,553,091	-2.84

Source: Language Census, March 2008, CDE Educational Demographics

Note: The term *English learner (EL)* has replaced the term *limited-English-proficient (LEP)*.

Educational Partnerships

Parent/Family Involvement

California has been an unparalleled leader in advocating partnerships among families, teachers, and schools to help children succeed academically and develop as socially, physically, and emotionally healthy individuals. In 1989, the State Board of Education (SBE) adopted, and revised in 1994, a policy on parent/family involvement that encourages local school boards to establish comprehensive, long-term efforts to involve families in their children's education. The policy is available on the California SBE Policy #89-01 Web page at <http://www.cde.ca.gov/be/ms/po/policy89-01-sep1994.asp>.

The SBE policy recommends that districts and schools initiate partnerships that support six effective roles for families and educators:

1. Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning.
2. Promote two way (school-to-home and home-to-school) communication about school programs and students' progress.
3. Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives, and standards.
4. Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program.
5. Prepare parents to actively participate in school decision making and develop their leadership skills in governance and advocacy.
6. Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.

The State Legislature passed the first parent involvement law in the nation in 1990. California *Education Code (EC)* sections 11500–11506 requires all school districts to adopt a parent involvement policy that is approved by their local school boards. In addition, the law requires districts with designated categorical programs to have a parental involvement program.

The *California Strategic Plan for Parent Involvement in Education* (1992) recommends the following ways in which all levels of the educational system may comply with state and federal mandates for parent/family involvement:

1. California citizens will recognize and support family-school involvement as an integral part of every school system.
2. Each school district will develop a written framework and provide support for family–school involvement through grade twelve.

3. Schools will design parent involvement programs that influence the successful growth and development of children.
4. Teachers and administrators will reach out to families of diverse cultural and ethnic backgrounds to increase family–school partnerships.
5. Schools will maximize opportunities for parents and other community members to participate in and support children’s education at the elementary school, middle grades, school, and high school levels.
6. School districts will establish incentive programs in schools to encourage teachers to extend the school curriculum to the home.
7. Parents will have access to the resources and training needed to strengthen the learning environment of their young children during the preschool years.
8. School districts will use available resources and pursue funding and support from public and private sources to meet the goals, strategies, and activities in the California Strategic Plan for Parental Involvement in Education.

The Family-School Partnership Act of 1994, expanded by Assembly Bill 47 (1997), permits parents, grandparents, and guardians to take up to 40 hours of leave time from work to participate in their child’s licensed day-care-through-grade-twelve educational activities. Additional information is available on the CDE Parent Involvement Web page at <http://www.cde.ca.gov/ls/pf/pf>. A series of “parents’ rights” were defined by EC sections 51100–51102.

Major state and federal education reform efforts emphasize the importance of family and community involvement to increase student achievement and strengthen public schools. The federal No Child Left Behind (NCLB) Act of 2001, Section 1118, requires the adoption of (1) district- and school-level Title I parental involvement policies to support students in attaining high academic standards and (2) family-school compacts that express the shared responsibilities of schools and parents as partners in students’ success. Additional information is available on the CDE Title I, Part A Parent/Family Partnership Web page at <http://www.cde.ca.gov/sp/sw/t1/title1pf.asp>. State law requires parental involvement programs for schools that receive Title I funds (EC Section 11503) and parental involvement policies for non-Title I schools (EC Section 11504).

As required by state law, the CDE identified model compacts that were approved by the State Board of Education. Samples of family–school compacts are available on the CDE Parent/Family Involvement Web page at <http://www.cde.ca.gov/ls/pf/pf>. The compacts are intended to assist school districts and schools in developing a closer working partnership between home and school. Also available is a document by Anne Henderson titled “Tip Sheet: Linking a School-Family Compact to Learning.”

NCLB also requires a variety of parental notifications that cover topics such as the professional qualifications of the child’s teacher; services provided by and qualifications of paraprofessional staff; notification when the child has been taught for four or more weeks by a teacher who is not highly qualified; the level of achievement of the child in required state academic assessments; English learner program requirements; the parental involvement policy; and Program Improvement status and related options, such

as choice and supplemental services. The brochure *Parental Involvement in Title I Schools* is available in multiple languages from the Title I Programs and Partnerships Office (916-319-0854) and on the CDE Title I, Part A Parent/Family Involvement Web page at <http://www.cde.ca.gov/sp/sw/t1/titlelpf.asp>.

The CDE has created a Regional Partnerships Network to provide leadership and disseminate information on school, family, and community partnerships and their potential to close the achievement gap and improve student achievement. The Regional Partnerships Network also assists educators, families, community-based organizations, and governmental agencies to identify and develop partnership strategies and identify best practices for involving families in the education of their children. An e-mail mailing list, FANmail, is maintained to disseminate information to interested parties who sign up on the CDE Parent/Family Web page at <http://www.cde.ca.gov/ls/pf/pf>. Resources for parental/family involvement are available on the CDE Resources Web page at <http://www.cde.ca.gov/ls/pf/pf/resources.asp>.

For the fifth time in as many years, the CDE has received a Partnership State Award from the National Network of Partnership Schools (NNPS) at Johns Hopkins University in Baltimore. The CDE, a member of the NNPS since 1998, has been honored for making excellent progress in developing its leadership on partnerships and for guiding districts and schools in developing comprehensive programs of school, family, and community partnerships that help students succeed in school.

“California is demonstrating that research-based approaches can be used to increase family and community involvement in ways that contribute to student success in school,” said Dr. Joyce L. Epstein, Director of the NNPS. The NNPS was established by researchers at Johns Hopkins University in Baltimore, Maryland, and brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school, family, and community partnerships. For more information, visit the NNPS Web site at <http://www.partnershipschools.org> (Outside Source).

The CDE continues to strengthen its leadership of school, family, and community partnerships to help districts and school develop effective programs. Staff members are aligning its educational partnerships work with the State Superintendent of Public Instruction’s initiative to close the achievement gap. For more information about California’s partnership program, contact Rosie Thomas, Administrator, Title I Programs and Partnerships Office, at 916-319-0745 or by e-mail at rthomas@cde.ca.gov.

Parent Information and Resource Centers

Parent Information and Resource Centers (PIRCs) are funded by the U.S. Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1 (Project Inspire) at the California Association of Bilingual Education, Covina, and PIRC2 (Cal-PIRC) at Cambridge Academies, Modesto. Additional information is available on the National PIRC Coordination Center Web page at <http://www.nationalpirc.org/directory/CA-7.html> (Outside Source).

PIRC1, Project Inspire, is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and is funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available on the California Association for Bilingual Education PIRC 1 Web page at http://www.bilingualeducation.org/programs_parent.php (Outside Source). Workshops are available in multiple languages.

PIRC2, Cal-PIRC, has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus counties and the West Sacramento area. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC is funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. Additional information is available on the California Parent Information and Resource Center Web site at <http://www.calpirc.org/> (Outside Source).

William F. Goodling Even Start Family Literacy Program

The William F. Goodling Even Start Family Literacy Program provides low-income families with integrated literacy services for parents and their young children (up to age seven). Even Start is primarily a state-administered discretionary grant program. Through a competitive process, states fund integrated family literacy services that include early childhood education, adult literacy or adult basic education, and parenting education. Local educational agencies, other public entities, and community-based organizations collaborate to provide services in 55 projects in California. Projects may be funded for four years, contingent on adequate annual progress on Even Start performance indicators for adults and children.

The William F. Goodling Even Start Family Literacy Program began in 1989 and was reauthorized in 2001 as Title I, Part B, Subpart 3, of No Child Left Behind. For more information on Even Start, contact the Child Development Division's Even Start Office at 916-319-0848. Additional information is available on the CDE Even Start Family Web page at <http://www.cde.ca.gov/sp/cd/op/evenstart.asp>.

American Indian Education Centers

In 1974, California set an example for the nation with its goal to honor historical obligations to educate American Indian people by establishing the American Indian Education Center Program. Created through legislation (Senate Bill 2264: California *Education Code* Article 6, sections 33380–33383), the program is intended to offer educational services that promote American Indian student academic success by providing community-based programs to address the unique academic and cultural needs of American Indian students in California public schools. American Indian Education Center staff members assist schools with professional development, counseling, tutorial services, and parental education. Staff members also provide supplemental and extended-day instructional programs to meet the needs of American Indian students. A desired outcome of these activities is to create a skilled, educated

workforce in the American Indian community and in California. A list of the centers is available on the CDE American Indian Education Centers Funding Results Web page at <http://www.cde.ca.gov/fg/fo/r22/aiec07result.asp>.

For more information on American Indian Education Centers, contact Judy Delgado, Consultant, Migrant, Indian, and International Education Office, at 916-319-0506 or by e-mail at judelgado@cde.ca.gov. Additional information is available on the CDE American Indian Web page at <http://www.cde.ca.gov/sp/ai>.

Coordinated School Health

Only when students are healthy can schools fully meet their goals. If school-age children are not in good health, they are less attentive, unable to keep up with their demanding schedules, and more likely to miss school due to illness—all factors hindering academic achievement. Therefore, schools need to address health-related concerns and provide students with the knowledge to prevent health-related problems.

Coordinated school health addresses eight different aspects of health and education: health education; physical education; health services; nutrition services; counseling, psychological, and social services; healthy school environment; health promotion for staff; and parent and community involvement. The coordinated school health model promotes collaboration—school staff, families, youths, and communities working together to address these components.

A coordinated approach to school health is a powerful way to reinforce healthy behaviors and empower students with the knowledge, skills, and judgment to help them make smart choices in life. However, schools cannot single-handedly address youths' health-related needs. Creating a school/community environment that truly allows youths to reach their greatest potential can be accomplished only by strong partnerships among youths, families, schools, local government, faith-based organizations, businesses, local health agencies, and others. Districts that successfully implement the coordinated school health model designate a staff member as the school health coordinator to provide leadership and institute a school health council with a broad base of school, community, and parental involvement. Recommendations on achieving this goal may be found in *Building Infrastructure for Coordinated School Health—California's Blueprint*, a report published by the CDE. The *Blueprint* is available on the CDE Coordinated School Health Web page at <http://www.cde.ca.gov/ls/he/cs/>.

For more information on coordinated school health, contact the School Health Connections/Healthy Start Office at 916-319-0914. Additional information is available on the aforementioned Web page.

Healthy Start

The Healthy Start Support Services for Children Act (Healthy Start Initiative) California *Education Code* provides comprehensive, school-community integrated services and activities to improve the lives of children, youths, and families. Criteria for a grant award include schools with 50 percent of the students eligible for free and reduced meal in the

lower grades and 35 percent eligible in middle through high schools. In addition, English learners are a targeted population. Planning, operational, and combined grants that include planning and implementation activities are awarded to local educational agencies and their collaborative partners for locally coordinated, school-linked services. The services include health, dental, and vision care; mental health counseling; family support and parenting education; academic support; health education; safety education and violence prevention; youth development; employment preparation; and others.

Planning grants of \$50,000 are awarded for up to a two-year period, and operational grants provide \$400,000 for up to a five-year period. Combined grants of up to \$450,000 are awarded over a seven-year period. The grant awards depend upon annual appropriations under the Budget Act. Since its inception in 1991–92, Healthy Start has provided 823 planning grants, 651 operational grants, and 19 combined grants, benefiting more than two million children and their families throughout California. Currently there is no new funding for Healthy Start grants.

Although budget reductions over the past years have prevented staff from conducting statewide evaluations, the results of past statewide evaluations show increases in test scores, improved attendance and classroom behavior, and greater parent involvement in Healthy Start schools. A major goal of Healthy Start is to build capacity at the school site to sustain these supports and services with other resources when the grant has ended.

For more information on Healthy Start, contact the School Health Connections/Healthy Start Office at 916-319-0914. Additional information, including a fact sheet, is available on the CDE Healthy Start Web page at <http://www.cde.ca.gov/ls/pf/hs>.

California Healthy Kids Survey and California School Climate Survey

Districts receiving Title IV Safe and Drug-Free Schools and Communities and Tobacco-Use Prevention Education entitlements funding are required to conduct the biennial California Healthy Kids Survey and the California School Climate Survey. These are two complementary surveys for students and staff. Both are confidential, anonymous, and voluntary. These two surveys provide a comprehensive data collection system offering local schools and districts valuable data on school climate, student engagement, and nonacademic learning barriers and supports.

California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) is administered to students in grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, protective assets, and school violence.

At the heart of the CHKS is a research-based core module that provides valid indicators of students' drug and alcohol use, school violence, and resiliency and youth development.

In addition, there are seven supplementary modules to choose from at the secondary school level that ask detailed questions on specific topics. These include more in-depth questions on resiliency and protective factors; tobacco use; drug use and violence; physical health; sexual behavior; and after school activities. Districts can also customize their questions in a module targeting topics of local interest.

Beginning with the 2008–09 school year, an additional module will be added on closing the achievement gap, as recommended by the P-16 Council (Recommendation #5). This module allows districts to collect data on school climate and especially how different sub-groups of students feel about learning opportunities at school.

California School Climate Survey

The California School Climate Survey (CSCS) is an online staff survey that is administered at the same schools and at the same time as the CHKS. It was developed and implemented in fall 2004 to fulfill the No Child Left Behind mandate to conduct an anonymous teacher survey of the incidence and prevalence of drug use and violence and attitudes related to it. The survey has been expanded to capture staff perceptions of the overall school climate, student behavior and attitudes, and school programs and policies.

Beginning with the 2008–09 school year, the CSCS will expand to include questions on closing the achievement gap, as recommended by the P-16 Council.

For more information on the CHKS and CSCS, contact the Safe and Healthy Kids Program Office at 916-319-0920 or Hilva Chan, School Health Education Assistant, Safe and Healthy Kids Program Office, by e-mail at hchan@cde.ca.gov. Additional information is available on the CDE California Healthy Kids Survey Web page at <http://www.cde.ca.gov/ls/yd/re/chks.asp>.

Youth Development

Youth development provides students with the critical support and opportunities needed to thrive academically, socially, and emotionally even when they are challenged by risk and adversity. Support for youth development strategies is increasing as new research demonstrates that “school connectedness” is the primary school-related factor that consistently protects students from engaging in unhealthy behaviors. School connectedness is fostered when students feel a sense of belonging at school and find teachers to be fair and caring.

Youth development shifts the focus from deficits to assets and from fixing negative behaviors to building students’ strengths. Research shows that critical developmental assets for youths include a positive school climate, teacher caring, clear rules and consequences, and staff members who communicate high expectations equally for all students, including poor, minority, special needs, and non-English-speaking students.

Resilience is a capacity for healthy development innate to all people. Young people are naturally motivated to fulfill their need for love, belonging, respect, identity, power,

mastery, challenge, and meaning. When young people experience school environments rich in opportunities to experience caring relationships, high expectations, and meaningful participation, these needs are met. All schools can measure the extent to which their students experience these protective factors by using the California Healthy Kids Survey. For more information regarding resilience and youth development, visit the WestEd Web site at http://www.wested.org/pub/docs/hks_resilience.html (Outside Source).

Creating a positive school climate—one that fosters students' engagement in learning and connection to school—requires a schoolwide approach that includes:

- An emphasis on caring relationships between adults and youths and pro-social cooperation among students
- Planning and classroom management that involves listening to youths, taking their perceptions into account, and providing students with decision-making roles
- Opportunities for peer leadership, peer helping programs, youth advocacy, service-learning, and other forms of meaningful participation
- Training for school staff in youth development concepts, including the critical importance of expecting that all students can succeed in a standards-based approach to instruction

The research described above is more fully summarized in the *Getting Results: Updates 1 and 5* that can be found on the CDE *Getting Results* Web page at <http://www.cde.ca.gov/re/pn/fd/gettingresults.asp>.

For more information regarding youth development, contact Greg Wolfe, Consultant, Safe and Healthy Kids Program Office, at 916-319-0920 or by e-mail at gwolfe@cde.ca.gov. Additional information is available on the CDE Youth Development Web page at <http://www.cde.ca.gov/ls/yd>.

After School Programs

After school programs play an increasingly critical role in supporting students in meeting and exceeding state academic standards. Before school and after school programs are created through partnerships between schools and local community resources to provide support for academic achievement, literacy, and educational enrichment while providing safe and constructive environments for students during nonschool hours.

Grant funding for each fiscal year is contingent upon the availability of funds and the enactment of each respective federal and state Budget Act. When grant funding is available, the After School Programs Office releases a Request for Applications and supportive materials, which are posted on the CDE Funding Web page at <http://www.cde.ca.gov/fq/fo/>.

The CDE administers the following after school programs. Funding sources and associated California *Education Code* and federal *U.S. Code* authorities are also noted.

After School Programs	Funding Source	Defined in State and Federal Education Code
After School Education and Safety (ASES) Program	State	California <i>Education Code</i> sections 8482–8484.6
21st Century Community Learning Centers (21st CCLC) Program (Kindergarten through middle grades)	Federal	California <i>Education Code</i> sections 8484.7–8484.9 and Title 20; <i>U.S. Code</i> sections 7171–7176
21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program (Grades nine through twelve)	Federal	California <i>Education Code</i> sections 8420–8428, 8484.8[h] and Title 20; <i>U.S. Code</i> sections 7171–7176

After School Education and Safety Program

The state-funded After School Program, established in 1998, was renamed ASES with the passage of the After School Education and Safety Act of 2002 (Proposition 49). The passage of Senate Bill 638 in fall 2006 triggered the implementation of Proposition 49, increasing ASES funding from \$121 million to \$550 million and establishing a continuous appropriation. Every public elementary, middle or junior high, and charter school in California serving students in kindergarten and grades one through nine is eligible for ASES program funding. ASES programs are planned through a collaborative process that includes parents, youths, and representatives of participating public schools; governmental agencies, such as city and county parks and recreation departments; local law enforcement; community organizations; and the private sector. ASES programs are funded according to a renewable three-year grant cycle.

21st Century Community Learning Centers Program

The No Child Left Behind (NCLB) Act of 2001, signed into law on January 8, 2002, authorizes the CDE to administer the California 21st CCLC Program (NCLB Act, Title IV, Part B). California's 21st CCLC Program parallels the design of the state ASES Program. One key difference is that the California 21st CCLC Program provides funding in five one-year grants with expectations for local sustainability. The 21st CCLC funding primarily serves students in kindergarten through grade twelve who attend schools eligible for Title I schoolwide programs or those that serve a high percentage of students from low-income families. Priority is given to schools designated as in need of improvement.

Eligible 21st CCLC grant applicants include LEAs, cities, counties, community-based organizations, and other public or private entities (which may include faith-based organizations) or a consortium of such entities, agencies, or organizations. NCLB requires all after school programs to implement research-based strategies to assist students in core academic content areas with academic and educational enrichment activities.

Resources

For more information, contact the After School Programs Office at 916-319-0923 or by e-mail at afterschool@cde.ca.gov. Additional information is available on the CDE Before and After Schools Programs Web page at <http://www.cde.ca.gov/ls/ba>.

Cal-SAFE

The California School-Age Families Education (Cal-SAFE) program began in 2000 and provides a comprehensive, community-linked school program for expectant and parenting students and their children in 145 local educational agencies. Program goals for enrolled students include an increased number of students graduating from high school and making the transition into postsecondary education or the world of work, decreased dependency on welfare, improved parenting skills, and fewer incidents of repeat births to teen mothers. Female and male students age eighteen or younger who have not graduated from high school may voluntarily enroll in the Cal-SAFE program if they are expectant parents, custodial parents, or parents taking an active role in the care and supervision of their child. Students with an active special education individualized education program (IEP) are eligible regardless of age or grade level as long as they have not yet graduated. Children of enrolled student parents are eligible for child care and development services until five years of age or until the child is enrolled in kindergarten, whichever occurs first.

For more information, contact the School Health Connections/Healthy Start Office at 916-319-0914. The CDE Pregnant and Parenting Students Web page is <http://www.cde.ca.gov/ls/cg/pp>.

CalServe Initiative

The CDE's CalServe Initiative, established in 1990, funds partnerships of local educational agencies to support kindergarten through grade twelve service-learning. Service-learning is an instructional strategy that actively involves youths in academic programs through community service. Students and participants learn through participation in thoughtfully organized service that meets community needs, fosters civic responsibility, enhances the students' academic achievement, and provides structured time for students to reflect on the service experience. CalServe is funded by the Corporation for National and Community Service, Learn and Serve America.

For more information regarding CalServe, contact the Counseling, Student Support, and Service-Learning Office at 916-323-2183. Additional information is available on the CDE Service-Learning Web page at <http://www.cde.ca.gov/ci/cr/sl>.

School Attendance Review Board

The California Legislature created the State School Attendance Review Board (SARB) to coordinate statewide policy and personnel training on the operation of county and local SARBs. SARBs provide intensive guidance and community services to meet the special needs of students with school attendance or school behavior problems. The State SARB members are appointed annually by the State Superintendent of Public

Instruction and make annual recommendations regarding strategies to reduce the number of dropouts in the state's public education system. The State SARB is a partnership that includes representatives from school districts, parent groups, county probation departments, county welfare departments, county superintendents of schools, law enforcement agencies, community-based service centers, school guidance personnel, the health care profession, and state associations interested in youths with school attendance or behavioral problems. State SARB meetings are open to the public, and a representative of the CDE is the chairperson.

The State SARB also coordinates the Model SARB Recognition Program to encourage best practices in dropout prevention and to encourage the development of effective strategies to increase the holding power of California's public schools. Local SARBs and county SARBs can apply to the State SARB to be recognized for the important work they do for students on the margins of the educational system. The SARB handbook describes these practices and effective strategies for dropout reduction and is available on the CDE School Attendance Review Board's Web page at <http://www.cde.ca.gov/ls/ai/sb>.

For more information regarding SARBs, contact the Counseling, Student Support, and Service-Learning Office at 916-323-2183. Additional information is available on the aforementioned Web page.

Clearinghouse for Multilingual Documents

The Clearinghouse for Multilingual Documents (CMD) is an office in the Curriculum Frameworks and Instructional Resources Division, Curriculum and Instruction Branch.

First launched in 2005, the CMD is the CDE's online resource to help local educational agencies (LEAs) locate, access, and share parental notification documents that have been translated into languages other than English. Hundreds of translations are available to LEAs through the CMD. Districts and schools can add letterhead and local contact information to these templates, modifying them to suit the needs of their communities.

California *Education Code* 48985 stipulates that if 15 percent or more of the students enrolled in a public school speak a primary language other than English, the school is required to send parental notifications in both English and the primary language. Notifications include reports, statements, forms, records, and other information pertaining to a wide range of topics, such as assessment, attendance, curriculum, student achievement, discipline, health, and parent handbooks.

The CMD assists districts in meeting not only these requirements but also those in such federal laws as the No Child Left Behind Act. Federal funds support the work of the CMD.

For more information, contact the CMD office at 916-445-6109 or by e-mail at cmd@cde.ca.gov. Additional information is available on the CDE Clearinghouse for Multilingual Documents Web page at <http://www.cde.ca.gov/ls/pf/cm/>.

Facilities and Staffing

School Facilities

During the past ten years, California's school-age population grew by approximately 600,000 students, an increase of 10 percent. To provide schools for these students and modernize older schools, districts have funded school facilities through a combination of several sources, including state bonds, local bonds, special taxes (Mello-Roos and parcel taxes), developer fees, and the federal Qualified Zone Academy Bond Program (QZAB).

Public School Data: 2008–09

Number of Public Schools	10,127
Number of Classrooms	305,754
Number of Classrooms Over 25 Years Old	210,002 (69%)

Public Kindergarten Through Grade Twelve Enrollment Growth: 2008–2013

Estimated Public School Enrollment				
	2008–09	2013–14	Five-Year Change	Per Year
K–6	3,273,426	3,404,427	131,001	+26,200
7–8	965,041	933,968	-31,073	-6,215
9–12	1,996,874	1,895,386	-101,488	-20,298
Total	6,235,341	6,233,781	-1,560	-312

Source: Department of Finance October 2008 estimates of graded enrollment

New Construction and Modernization Needs: 2008–2013

	Five-Year Need	Per Year
Construction needs (50% state share)	\$9.2 billion	\$1.84 billion
Modernization needs (60% state share)	3.5 billion	0.7 billion
Total	\$12.7 billion	\$2.54 billion
New Classrooms Needed	23,468	4,694 (13 per day)

Based on 25 pupils per grade K–6 class and 27 per grade 7–12 class.

Basic Construction Data

These are average costs based on the allowances provided in the state's School Facility Program. Costs will vary by location, the local building economy, and the type of facilities needed to support a district's educational program.

	Cost per student*	Students per school	Construction cost per school	Square feet per student	School site size (acres) [†]	Cost per square foot	Land cost at 25% of construction cost	Total cost (millions)
Elementary	\$16,350	600	\$9,810,000	71	9.6	\$230	\$2,452,500	\$12.26
Middle	\$18,032	1,000	\$18,032,000	85	21.9	\$212	\$4,508,000	\$22.54
High	\$21,624	1,800	\$38,923,200	92	44.5	\$235	\$9,730,800	\$48.65

*Costs based on twice the state share (as of September 28, 2008) provided in the "School Facility Program." Includes design fees, furniture, equipment, and construction.

[†]Based on the number of students per school and the guidelines in *School Site Analysis and Development, 2000 Edition*.

State General Obligation Bond History

The state issues voter-approved general obligation bonds to assist local educational agencies in building new schools and modernizing existing schools. Recent elections in which voters considered these bonds (and the outcomes of those elections) are listed below.

1982	\$500 million	1992 (Nov)	\$900 million
1984	\$450 million	1994 (June)	\$1 billion (failed passage by 0.4%)
1986	\$800 million	1996 (Mar)	\$2 billion
1988 (June)	\$800 million	1998 (Nov)	\$6.7 billion (for 4 years)
1988 (Nov)	\$800 million	2002 (Nov)	\$11.4 billion
1990 (June)	\$800 million	2004 (Mar)	\$10 billion
1990 (Nov)	\$800 million	2006 (Nov)	\$7.33 billion
1992 (June)	\$1.9 billion		

Proposition 1D

In November 2006, the state's voters approved Proposition 1D, authorizing \$10.4 billion in bonds for the repair and modernization of kindergarten to university school facilities. Proposition 1D was approved by 56.6 percent of the voters. The funds from Proposition 1D for K–12 public schools break down as follows:

Project Allocations	Proposition 1D Funds
New Construction	\$1.9 billion
Modernization	\$3.30 billion
Charter School Facilities	\$500 million
Career Technical Education	\$500 million
Joint Use Projects	\$29 million
Severely Overcrowded Schools	\$1 billion
High Performance Schools	\$100 million

The state bond funds are allocated to K–12 school districts, charter schools, and county offices of education through the State Allocation Board (SAB). The Office of Public School Construction (OPSC) in the Department of General Services functions as staff to the SAB. Information regarding the allocation of Proposition 1D funds for K–12 schools can be accessed on the OPSC Web page at <http://www.opsc.dgs.ca.gov> (Outside Source).

The higher education funds are administered by the California Community College, California State University, and University of California systems.

Local School Bonds

Prior to the enactment of Proposition 39 on November 7, 1999, local school bonds had to be approved by two-thirds of a district's voters. Proposition 39 gave districts the opportunity to seek local voter approval of 55 percent of the district's voters. Since the enactment of Proposition 39, the voters in school districts have approved over \$16.37 billion in local school bonds. Of this amount, \$10.18 billion was approved under the 55 percent vote requirement.

For more information regarding school facilities, contact the School Facilities Planning Division at 916-322-2470. Additional information is available on the CDE School Facility Web page at <http://www.cde.ca.gov/ls/fa/sf>.

Class Size

A major reform implemented in California public schools in 1996 was class size reduction (CSR) for kindergarten through grades three (K–3). In addition, the Morgan-Hart CSR program for high schools, which began to serve a limited number of high schools (grades nine through twelve) in 1989, was amended in 1998 to fund all ninth graders in two core subject areas. These programs continue to be voluntary, but penalties exist for schools that exceed maximum class size limits.

K–3 Class Size Reduction

The K–3 CSR program was implemented to increase student achievement, especially in reading and mathematics, by decreasing class size. It is an incentive program in which school districts and charter schools decide whether and how much to participate.

For the 2008–09 school year, \$1.8 billion is available for the state K–3 CSR program. There are two K–3 CSR implementation options:

- **Full day**
 - One certificated teacher for each class of 20 pupils or fewer
 - \$1,071 per pupil
- **Half-day**
 - One certificated teacher for every 20 pupils for at least one-half of the instructional minutes offered per day, with the primary focus on instruction in reading and mathematics
 - \$535 per pupil

The state K–3 CSR program also has the following key elements:

- Average daily enrollment for each participating K–3 CSR class must be 20.44 or fewer pupils from the first day of instruction through April 15.
- Classes must be taught by certificated teachers only—not aides.
- Four grades may participate at each school (K–3).
- Grade-level implementation priorities must be followed: first priority is grade one; second priority is grade two; third priority is kindergarten and grade three.
- Staff development must be provided for newly participating teachers.
- Districts are subject to an annual independent audit process.
- Reduced funding is available for classes that exceed 20.44 pupils but have fewer than 21.9 pupils for the 2008–09 school year.
- Districts with only one school serving K–3 pupils and no more than two classes per participating grade level may have up to 22 pupils in one or more K–3 class as long as the average for all participating classes at that school is 20 pupils or fewer, and the district's governing board has certified that all possible alternatives to averaging have been exhausted.

For more information regarding the K–3 CSR Program, contact Rebecca Lee, Fiscal Consultant, School Fiscal Services Division, at 916-324-4533 or by e-mail at relee@cde.ca.gov. Additional information is available on the CDE Class Size Reduction Web page at <http://www.cde.ca.gov/ls/cs>.

Class Size Reduction: Grade Nine

This program provides incentive funding for school districts to reduce class size in grade nine to an average of 20 students to one teacher in English classes and mathematics, science, or social studies. Individual schools within the district may select the second core subject area (mathematics, science, or social studies).

The Morgan-Hart high school class size reduction (CSR) program was established in 1989; it was amended by Senate Bill 12 (Chapter 334) (1998) to focus on grade nine. Funding is determined annually in the state Budget Act, which provides \$213 per student for 2007–08. Districts must reapply annually.

Participating courses must count toward completion of high school graduation requirements as described in California *Education Code* Section 51225.3(a). Each participating school must certify that CSR classes have an average ratio of 20 students (or fewer) to one teacher, with no more than 22 students in any classroom. Special education pupils enrolled in special day classes on a full-time basis and pupils enrolled in necessary small schools are excluded from this program. In addition, county boards of education and county superintendents of schools are not eligible to participate.

For more information regarding the CSR program, contact Jerry Winthrop, Consultant, High School Initiatives/Career Education Office, at 916-319-0457 or by e-mail at jwinthrop@cde.ca.gov. Additional information is available on the CDE High School Class Size Reduction Web page at <http://www.cde.ca.gov/ls/cs/mh>.

Class Size Penalties

California *Education Code* (EC) sections 41376 and 41378 prescribe the maximum class sizes and penalties for districts with any classes that exceed the limits.

- Kindergarten—average class size not to exceed 31 students; no class larger than 33 students
- Grades one through three—average class size not to exceed 30 students; no class larger than 32 students
- Grades four through eight—in the current fiscal year, average number of pupils per teacher not to exceed 29.9 (the statewide average number of pupils per teacher in 1964) or the district's average number of pupils per teacher in 1964

The intent of these laws is to encourage the reduction of class size and the ratio of pupils to teachers. In the past, school districts that incurred a class size penalty were able to submit waiver requests to the State Board of Education (SBE) and, if the SBE approved the waiver, the penalty was adjusted. EC Section 41344 (Chapter 78, Statutes

of 1999) established an audit review panel that makes the waiver review process far more stringent.

Class size penalties are determined from information in the California Department of Education (CDE) *Report of Regular Day Classes and Enrollment for Kindergarten and Elementary Grades*, which is in the principal apportionment attendance software located on the CDE Software and Forms Web page at <http://www.cde.ca.gov/fq/sf>. The report includes enrollment information through the last full school month ending on or before April 15 and is due to the CDE in early May each year.

Class size penalties will be applied at the Second Principal Apportionment in June. Penalty computations result in the average daily attendance multiplied by the district's base revenue limit. The resulting dollar amount is reduced from the Second Principal Apportionment.

For more information regarding class size penalties, contact Shelley Goode, Analyst, Principal Apportionment Unit, at 916-324-4530 or by e-mail at sgoode@cde.ca.gov.

Number of Teachers and Average Class Size in
California Public Schools by Grade (2007–08)

	Average Class Size*	Number of Full-Time Equivalent Teachers
Kindergarten	20.3	20,949.39
Grade 1	19.4	22,317.42
Grade 2	19.3	22,204.74
Grade 3	19.8	21,513.28
Grade 4	28.4	14,610.66
Grade 5	28.7	14,241.53
Grade 6	29.2	6,794.31

*Self-contained classrooms only

Source: CBEDS data collection, Educational Demographics, October 2007.

School Finance

Administrator-to-Teacher Ratio

California *Education Code (EC)* sections 41401–41407 limit the ratio of administrators to teachers in public school districts and require that compliance be subject to the annual audit conducted pursuant to *EC* Section 41020. This section does not apply to a school district that has one administrator or none. Based on the findings of the audit, the State Superintendent of Public Instruction is required to impose a financial penalty on those school districts that employ more administrators than allowed, unless the penalty is waived by action of the State Board of Education. The number of administrators allowed in any school district varies by the type of school district. The statutory maximum ratios of administrative employees to each 100 teachers are as follows:

Type of School District	Administrators Allowed
Elementary	Nine
Unified	Eight
High	Seven

The financial penalty for exceeding the allowed ratio is calculated by computing the ratio of total General Fund revenue to the district's total General Fund revenue, then multiplying that ratio by the average administrative salary and multiplying the product by the number of excess administrative employees.

For more information regarding administrator-to-teacher ratio limits, contact Ross Valentine, Consultant, School Fiscal Services Division, at 916-327-4405 or by e-mail at rvalenti@cde.ca.gov. Materials related to the monitoring of administrator-to-teacher ratios are available on the CDE Administrator-to-Teacher Ratio Web page at <http://www.cde.ca.gov/fg/aa/ca/atr.asp>.

Statewide Average Salaries and Expenditure Percentages: 2006–07

The State Superintendent of Public Instruction (SSPI) is required by California *Education Code (EC)* Section 41409(c) to provide annually to each school district, for use in the School Accountability Report Card (SARC), the statewide salary averages for teachers and administrators and the statewide percentage of expenditures spent on personnel in the following categories:

1. Beginning, midrange, and highest salary paid to teachers
2. Salaries of school-site principals
3. Salaries of district superintendents
4. Percentage of expenditures allocated to teacher salaries
5. Percentage of expenditures allocated to administrative personnel salaries

Existing law also requires the SSPI to group the statewide salary averages and percentage of expenditures by district type (elementary, high, and unified) and by size based on regular annual average daily attendance.

Every school district, except for kindergarten through grade twelve districts with a single school, must include in its SARC (*EC* Section 41409.3) the statewide averages and expenditure percentages provided by the SSPI along with the district's salaries and expenditure percentages for comparative purposes.

For more information regarding statewide average salary fiscal information, contact the Office of Financial Accountability and Information Services at 916-322-1770 or by e-mail at sacsinfo@cde.ca.gov. Questions concerning program information should be directed to the Policy and Evaluation Division at 916-319-0875 or by e-mail at sarc@cde.ca.gov. Additional information is also available on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sa>.

Statewide Average Salaries and Expenditure Percentages
for the School Accountability Report Card: 2006-07

Elementary School Districts

Statewide Averages	Small ADA <1,000	Medium ADA 1,000 to 4,999	Large ADA ≥5,000
Beginning Teacher Annual Salary	\$37,322	\$39,773	\$40,668
Midrange Teacher Annual Salary	\$53,824	\$61,167	\$66,168
Highest Teacher Annual Salary	\$67,701	\$78,093	\$84,142
School-Site Principal Annual Salary (Elementary)	\$85,507	\$97,851	\$104,641
School-Site Principal Annual Salary (Middle)	\$91,421	\$102,065	\$107,227
District Superintendent Annual Salary	\$104,994	\$140,583	\$167,564
Percentage Allocated for Administrative Salaries	6.45%	5.97%	5.49%
Percentage Allocated for Teacher Salaries	37.65%	41.01%	42.33%

High School Districts

Statewide Averages	Small ADA <1,000	Medium ADA 1,000 to 4,999	Large ADA ≥5,000
Beginning Teacher Annual Salary	\$37,980	\$40,408	\$41,368
Midrange Teacher Annual Salary	\$55,942	\$64,309	\$66,968
Highest Teacher Annual Salary	\$72,876	\$83,071	\$85,878
School-Site Principal Annual Salary (Middle)	(none)	(none)	\$112,947
School-Site Principal Annual Salary (High)	\$93,279	\$111,435	\$123,438
District Superintendent Annual Salary	\$113,233	\$145,352	\$185,780
Percentage Allocated for Administrative Salaries	4.85%	6.17%	5.16%
Percentage Allocated for Teacher Salaries	30.52%	36.99%	37.14%

Unified School Districts

Statewide Averages	ADA <1,500	ADA 1,500 to 4,999	ADA 5,000 to 9,999	ADA 10,000 to 19,999	ADA ≥20,000
Beginning Teacher Annual Salary	\$36,659	\$37,917	\$39,693	\$39,709	\$40,722
Midrange Teacher Annual Salary	\$53,646	\$58,152	\$62,830	\$63,806	\$65,190
Highest Teacher Annual Salary	\$69,160	\$75,397	\$80,472	\$82,082	\$84,152
School-Site Principal Annual Salary (Elementary)	\$85,019	\$91,087	\$98,461	\$102,167	\$104,476
School-Site Principal Annual Salary (Middle)	\$85,660	\$95,221	\$104,522	\$107,816	\$108,528
School-Site Principal Annual Salary (High)	\$91,135	\$101,661	\$114,550	\$116,474	\$119,211
District Superintendent Annual Salary	\$110,845	\$136,092	\$166,547	\$183,479	\$210,770
Percentage Allocated for Administrative Salaries	6.44%	5.86%	5.83%	5.26%	5.55%
Percentage Allocated for Teacher Salaries	35.21%	38.57%	40.29%	40.66%	39.92%

Average Salaries of Public School Teachers: 2005–06

2003–04 Rank	2004–05 Rank	2005–06 Rank	State	Average Annual Salary	2003–04 Rank	2004–05 Rank	2005–06 Rank	State	Average Annual Salary
3	3	1	California	\$63,640	25	25	26	Nevada	\$44,426
1	2	2	Connecticut	\$59,304	22	26	27	North Carolina	\$43,922
2	1	3	District of Columbia	\$59,000*	28	28	28	Virginia	\$43,823*
7	4	4	Illinois	\$58,686	31	31	29	Florida	\$43,302
5	5	5	New Jersey	\$58,156*	36	35	30	Wyoming	\$43,255
6	6	6	New York	\$57,354*	29	29	31	South Carolina	\$43,011
8	7	7	Massachusetts	\$56,369	37	36	32	Arkansas	\$42,768
4	8	8	Michigan	\$54,739	34	33	33	Kentucky	\$42,592
10	9	9	Rhode Island	\$54,730*	33	30	34	Tennessee	\$42,537
12	12	10	Maryland	\$54,333	32	32	35	Texas	\$41,744
13	13	11	Delaware	\$54,264	46	40	36	New Mexico	\$41,637
9	10	12	Pennsylvania	\$54,027*	39	41	37	Kansas	\$41,467
11	11	13	Alaska	\$53,553*	30	34	38	Idaho	\$41,150*
15	14	14	Ohio	\$50,314*	41	42	39	Iowa	\$41,083
14	15	15	Oregon	\$50,044	35	37	40	Maine	\$40,737
		16	Hawaii	\$49,292	48	47	41	Mississippi	\$40,576*
			United States	\$49,026*	44	43	42	Missouri	\$40,462
20	16	17	Minnesota	\$48,489*	42	38	43	Nebraska	\$40,382
16	18	18	Georgia	\$48,300	43	48	44	Alabama	\$40,347
17	17	19	Indiana	\$47,255	45	44	45	Louisiana	\$40,029
26	21	20	Vermont	\$46,622	38	39	46	Utah	\$40,007
23	22	21	Wisconsin	\$46,390	47	45	47	Montana	\$39,382*
19	20	22	Washington	\$46,326	50	59	48	Oklahoma	\$38,772
24	24	23	New Hampshire	\$45,263	40	46	49	West Virginia	\$38,284
27	27	24	Arizona	\$44,672*	49	50	50	North Dakota	\$37,764
21	23	25	Colorado	\$44,439	51	51	51	South Dakota	\$34,709

Source: National Education Association (NEA) Research, Rankings and Estimates 2006 and 2007 (tables C-9 and C-11)

*NEA estimate

2008–09 Education Budget

This information is current as of December 31, 2008. Up-to-date information on the state and federal education budgets is available on the CDE Action on the 2008 and 2009 Budget Acts Web page at <http://www.cde.ca.gov/fq/fr/eb/yr09budgetacts.asp>.

On September 23, 2008, Governor Arnold Schwarzenegger signed the Budget Act of 2008, Assembly Bill (AB) 1781 (Chapter 268, Statutes of 2008), and a companion bill, AB 88 (Chapter 269, Statutes of 2008), which amended the Budget Act. These measures, along with budget trailer bills, set the conditions for allocating state funds to California public schools through June 30, 2009.

The Budget Act of 2008 and budget trailer bills authorize a total spending plan of \$144.5 billion and \$103.4 billion from the state General Fund. It assumes General Fund revenues and transfers to be \$101.9 billion and it provides a modest reserve of \$1.7 billion for 2008–09 but projects a deficit of \$1 billion in 2009–10. General Fund expenditures are projected to remain virtually the same as the 2007–08 level.

The 2008–09 budget package addresses the state’s \$15.2 billion budget shortfall with a combination of cuts and increased revenues. The overall cut to education \$9.7 billion in 2008–09. The budget also includes changes in law, some of which are contingent on voter approval, to alleviate future budget crises. Among these are increasing the size of the “rainy day” fund, limiting withdrawals from the fund, and authorizing the Governor to freeze and reduce midyear spending in future economic downturns.

Since the enactment of the 2008–09 budget, California’s fiscal condition continues to weaken. New projections indicate that the state will take in approximately \$3 billion less in 2008–09 than anticipated in the 2008–09 budget, worsening the budget outlook for 2009–10.

K–12 Education Highlights

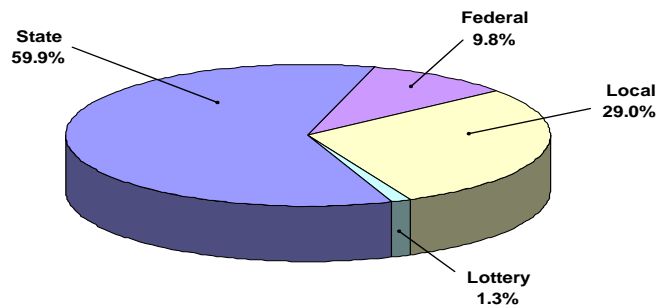
Table 1 and Chart 1 summarize the total funding for kindergarten through grade twelve (K–12) education from all sources in 2008–09. The table shows that the budget projects total funding of \$71.9 billion. Including all fund sources, the budget provides funds of \$12,041 per pupil in 2007–08 and \$12,152 per pupil in 2008–09, an increase of \$111, or 0.9 percent, over the revised 2007–08 per-pupil amount.

Table 1: Funding for K–12 Education
(in millions)

Sources of Funding	All Sources	Proposition 98
State General Fund	\$41,981	\$37,535
State Lottery	936	—
Other state funds	8,144	—
Federal funds	6,804	—
Local property taxes	14,024	14,024
Total	\$71,889	\$51,559

Note: Includes funds for CDE state operations, state special schools, state school facilities bond repayments, state contributions to the State Teachers Retirement System, the State Library, and the Commission on Teacher Credentialing.

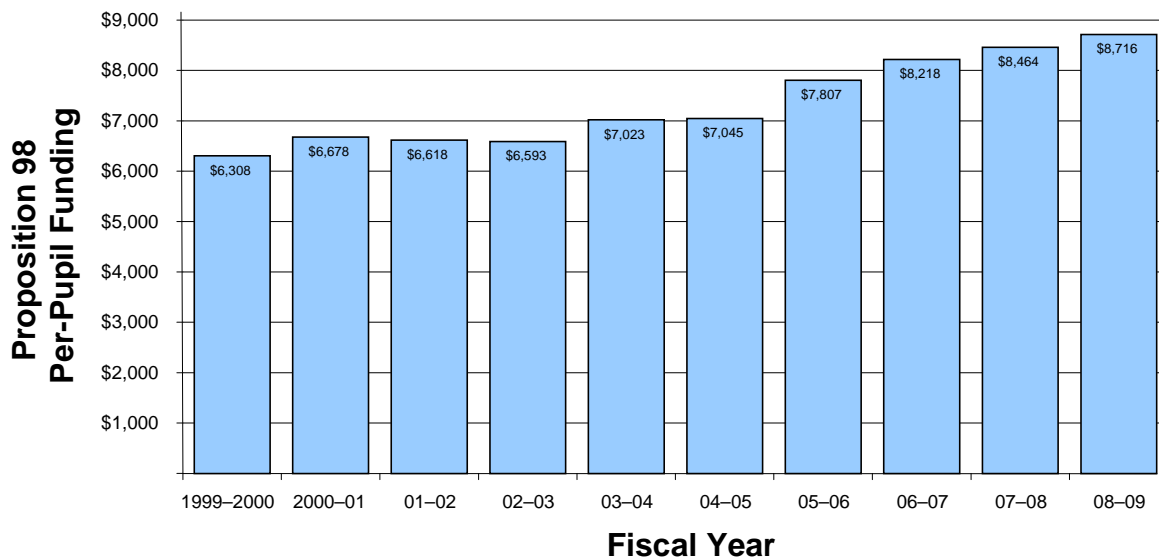
Chart 1: Sources of Funding for California Schools



Focusing on Proposition 98 funding for K–12 education, the budget assumes spending of \$50.3 billion (state and local funds) in 2007–08 and provides \$51.6 billion in 2008–09.

Chart 2 shows the trend in Proposition 98 funding per pupil in K–12 schools from 1999–2000 through 2008–09. The chart shows that, under the Budget Act of 2008, schools will receive Proposition 98 funds averaging \$8,464 per pupil based on average daily attendance (ADA) for 2007–08 and \$8,716 in 2008–09. This is an increase of \$252 per ADA, or 3 percent above the revised 2007–08 level.

Chart 2: Proposition 98 Funding per Pupil: 1999–2000 Through 2008–09



Changes to Ongoing Proposition 98 Funds

The major 2008–09 changes in ongoing funding are shown in Table 2. They include:

- Increased expenditures of \$244.3 million for a 0.68 percent cost-of-living adjustment (COLA) for revenue limits. No COLA is provided for categorical programs.
- Increased expenditures of \$883.1 million to replace one-time funding used for ongoing programs in the 2007–08 budget.
- Decreased expenditures due with a decline in estimated statewide ADA by 0.52 percent in 2008–09 compared with revised estimates for the preceding year, resulting in decreased revenue limit funding of \$50 million. This decrease is partially offset by a net increase of \$85.3 million for growth in designated categorical programs.

Table 2: Changes to Ongoing Proposition 98 Funds
2008–09 Budget Compared to 2007–2008 Enacted Budget

Revenue limit changes	Dollars (in millions)
COLA	244.2
ADA adjustment	-50.0
Subtotal	194.2
Categorical programs changes	
ADA adjustment	85.3
Baseline adjustments and other adjustments	59.6
Subtotal	144.9
Replacement of one-time funds from 2007–08	
Home-to-School Transportation	349.1
Targeted Instructional Improvement Grant	289.8
Deferred Maintenance	115.2
High Priority Schools	70.8
Child Care and Development	40.2
Charter School Facility Grant Program	18.0
Subtotal	883.1
Total	\$1,222.2

One-time Funds

In addition to changes in the ongoing funding levels, the 2008–09 budget provides one-time K–12 education funds. Table 3 lists the major items of funding from one-time funds. One-time funds do not count toward Proposition 98 totals. These items are described further following the listing.

Table 3: K–12 Spending from One-time Funds

Program or Activity	Amount (in millions)
CalWORKs Stage 2 child care	\$146.7
CalWORKs Stage 3 child care	164.7
<i>Williams</i> facilities emergency repair program (ERP)	101.0
Quality Education Investment Act	402.0
California School Information Services (CSIS) Best Practices Cohort (Educational Telecommunication Fund)	7.9
Career technical education (Public Interest Research, Development, and Demonstration Fund)	3.0
Total	\$825.3

Child Care and Development

The budget fully funds CalWORKs Stage 2 and Stage 3 child care. CalWORKs Stage 2 child care is funded at \$516.6 million, of which \$146.7 million is one-time Proposition 98 funds. CalWORKs Stage 3 is funded at \$432.9 million, including \$23 million in reappropriated child care funds and \$164.7 million in one-time Proposition 98 funds.

Williams Facilities Emergency Repairs

The budget provides \$101 million from the Proposition 98 Reversion Account for emergency facility repairs pursuant to the *Williams* lawsuit settlement in 2004. This funding for the program brings total transfers to \$392 million for the purpose of funding school facility emergency repair projects. Additional information is available on the CDE *Williams* Case Web page at <http://www.cde.ca.gov/eo/ce/wc/index.asp>.

Quality Education Investment Act of 2006

On September 29, 2006, Governor Schwarzenegger signed SB 1133 (Chapter 751, Statutes of 2006) to implement the settlement of the lawsuit *CTA and O'Connell v Schwarzenegger*, which will restore education funding for Proposition 98 shortfalls in 2004–05 and 2005–06. Totalling \$3 billion, these funds are targeted to low-performing schools beginning with \$300 million in 2007–08 and \$450 million each year thereafter through 2013–14; \$402 million to K–12 education and \$48 million to community colleges. Additional information is available in the QEIA of 2006 section.

California School Information Services Best Practices Cohort

The budget provides \$7.9 million from the Educational Telecommunication Fund for school districts that have not previously participated in California School Information Services (CSIS) or the CSIS Best Practices Cohort project. The allocation of funds will be consistent with the existing CSIS Best Practices Cohort Implementation Plan.

Career Technical Education

The budget provides \$12.5 million from a special fund in the community college budget for a three-year period to create partnership academies that focus on “green” technologies. The budget schedules \$3 million in reimbursements in the CDE’s local assistance budget for 2008–09.

2008–09 Federal Funding Changes

The 2008–09 budget reflects the following actions affecting federal funds:

- Provides \$102.2 million in federal Title I Program Improvement (PI) funds and \$78.1 million in federal School Improvement Grants for LEAs that are in corrective action under the No Child Left Behind Act of 2001 (NCLB). The budget trailer bill (AB 519) establishes the criteria for the allocation of funding for corrective action under NCLB depending on the severity of the LEA’s academic performance problems. The allocations of funds are as follows:
 - Minor Category—\$50,000 for each school in the district identified for PI

- Moderate Category—\$100,000 for each school in the district identified for PI
- Severe Category—\$150,000 for each school in the district identified for PI
- Provides \$12.7 million in federal funds and \$13.9 million from the Educational Telecommunication Fund for the student and teacher longitudinal data systems: \$25.4 million for the development of the California Longitudinal Pupil Achievement Data System (CALPADS) and related school information services workload and \$1.2 million to support the development of the California Longitudinal Teacher Integrated Data Education System (CALTIDES).
- Provides \$57.4 million for Reading First programs, a \$113 million reduction from 2007-08. The Budget Act limits funding to each participating school district to six years, anticipating a federal phase-out of this program.
- Provides \$1.25 million in special education carryover funds to develop and implement a standardized, evidence-based assessment to allow eligible pupils with disabilities to demonstrate the competence necessary to pass the California High School Exit Examination.
- Provides \$1.6 million in federal Title III carryover funds available over three years to contract with a county office of education or institution of higher education for specialized English–language learner instructional training and technical assistance in county court and Division of Juvenile Justice schools.
- Provides \$1.25 million in special education carryover funds available over three years to contract with a county office of education or institution of higher education for special education instructional training and technical assistance in county court schools.
- Provides \$500,000 in federal Title III carryover funds to augment an evaluation of the English–Language Learner Acquisition and Development Pilot Program.
- Provides \$334,000 to fund the first year of a three-year, independent evaluation related to federal school improvement.

For further information, contact the Fiscal Policy Division at 916-324-4728. Additional information can be found on the CDE Education Budget Web page at <http://www.cde.ca.gov/fq/fr/eb/>.

State Lottery

Since the California State Lottery began in 1985, the state has distributed 50 percent of lottery sales revenue to the public in the form of prizes. Of the remaining revenues, public education, from kindergarten through graduate school, has received more than the statutorily required 34 percent minimum, with the state using less than the maximum 16 percent legally allowed to administer the games.

The law authorizing the lottery requires school districts to use lottery funds “exclusively for the education of pupils and students” and specifies that “no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose.” In March 2000, voters passed Proposition 20, known as the “Cardenas Textbook Act of 2000.” Proposition 20 provides that, beginning in the 1998-99 fiscal year, one-half of statewide growth in lottery funds for education over the level set in the 1997-98 fiscal year must be allocated to school districts and community colleges for the purchase of instructional materials.

Contrary to public perception, the lottery provides only about 1 percent of total kindergarten through grade twelve (K–12) funding. Although the education community appreciates these dollars, lottery sales revenue alone is a minor funding source that cannot provide for major improvements in K–12 education. In the 2007–08 fiscal year, the State Budget apportioned to schools a total of \$131.19 per pupil in average daily attendance (ADA), of which \$114.80 per ADA was for unrestricted lottery revenues and \$16.39 per ADA was for Proposition 20 revenues. In 2008-09, the California Department of Education estimates the state lottery will generate a total of \$137 per ADA of which \$118 per ADA will be unrestricted and \$19 per ADA will be restricted pursuant to Proposition 20.

For further information on lottery funds, contact Stel Cordano, School Fiscal Services Division, at 916-327-0378 or by e-mail at scordano@cde.ca.gov. Additional information is available on the CDE Lottery Web page at <http://www.cde.ca.gov/fq/aa/lo>.

K-12 Lottery Revenue Allocations:
1985-86 Through 2007-08
Prior-Year Apportionments

Fiscal Year		Total K-12 Payments	Amount per ADA
1985-86		\$ 555,457,022	\$125.67
1986-87		\$ 410,880,929	\$ 89.68
1987-88		\$ 647,361,315	\$138.78
1988-89		\$ 843,557,516	\$176.08
1989-90		\$ 783,026,959	\$154.47
1990-91		\$ 645,693,335	\$128.64
1991-92		\$ 400,869,886	\$ 76.55
1992-93		\$ 495,625,449	\$ 92.51
1993-94		\$ 556,290,312	\$101.63
1994-95		\$ 642,689,584	\$115.83
1995-96		\$ 691,363,263	\$120.71
1996-97		\$ 610,907,801	\$105.10
1997-98		\$ 675,117,674	\$113.67
1998-99	Non-Proposition 20	\$ 701,247,002	\$114.69
	Proposition 20	\$ 26,386,933	\$ 4.50
	Total	\$ 727,633,935	\$119.19
1999-2000	Non-Proposition 20	\$ 723,561,511	\$115.45
	Proposition 20	\$ 45,846,953	\$ 7.53
	Total	\$ 769,408,464	\$122.98
2000-01	Non-Proposition 20	\$ 788,283,761	\$123.41
	Proposition 20	\$ 113,586,258	\$ 18.07
	Total	\$ 901,870,019	\$141.48
2001-02	Non-Proposition 20	\$ 754,825,838	\$116.13
	Proposition 20	\$ 98,921,311	\$ 15.24
	Total	\$ 853,747,149	\$131.37
2002-03	Non-Proposition 20	\$ 724,398,500	\$110.81
	Proposition 20	\$ 81,987,888	\$ 12.55
	Total	\$ 806,386,388	\$123.36
2003-04	Non-Proposition 20	\$ 757,542,932	\$114.79
	Proposition 20	\$ 115,444,731	\$ 17.44
	Total	\$ 872,987,663	\$132.23
2004-05	Non-Proposition 20	\$ 798,071,559	\$119.87
	Proposition 20	\$ 150,062,564	\$ 22.46
	Total	\$ 948,134,123	\$142.33
2005-06	Non-Proposition 20	\$ 841,786,817	\$127.20
	Proposition 20	\$ 192,458,191	\$ 29.35
	Total	\$1,034,245,008	\$156.55
2006-07	Non-Proposition 20	\$ 806,862,535	\$121.63
	Proposition 20	\$ 150,609,395	\$ 23.71
	Total	\$ 957,471,930	\$145.34
2007-08	Non-Proposition 20	\$ 761,086,310	\$114.80
	Proposition 20	\$ 108,638,581	\$ 16.39
	Total	\$ 869,724,891	\$ 131.19

Note: Amounts for some prior years do not match figures found in previous *Fact Books*. The amounts were changed to reflect adjustments for prior-year revenues and actual ADA.

Source: School Fiscal Services Division, October 2008.

References

Helpful Contacts for Education Information

Staff from the agencies listed in this section can answer many questions about their areas of expertise. The agencies are also a source of various points of view on education-related issues.

American Association of School Libraries

50 East Huron Street
Chicago, IL 60611
800-545-2433
<http://www.ala.org/aasl> (Outside Source)

Association of California School Administrators

1029 J Street, Suite 500
Sacramento, CA 95814
916-444-3216 or 800-608-2272
<http://www.acsa.org> (Outside Source)

Association of Independent California Colleges and Universities (AICCU)

1100 11th Street, Suite 10
Sacramento, CA 95814
916-446-7626
<http://www.aiccu.edu> (Outside Source)

California Association of School Business Officials (CASBO)

600 North 10th Street, Suite 100
Sacramento, CA 95811
916-447-3783
<http://www.casbo.org> (Outside Source)

California Association of School Counselors

P.O. Box 1647
Duarte, CA 91009
909-815-5222
<http://www.schoolcounselor-ca.org> (Outside Source)

California Association of School Psychologists (CASP)

1400 K Street, Suite 311
Sacramento, CA 95814
916-444-1595
<http://www.casponline.org> (Outside Source)

California Business Roundtable

1215 K Street, Suite 1570
Sacramento, CA 95814
916-553-4093
<http://www.cbrt.org> (Outside Source)

California Charter Schools Association

1107 9th Street, Suite 700
Sacramento, CA 95814
916-448-0995
<http://www.myschool.org> (Outside Source)

California Community Colleges

1102 Q Street
Sacramento, CA 95814-6511
916-327-5356
<http://www.cccco.edu> (Outside Source)

California Counseling Association

P.O. Box 5700
Oakland, CA 94605
510-500-4477 or 866-460-0945
<http://www.cacounseling.org/> (Outside Source)

California County Superintendents Educational Services Association

1121 L Street, Suite 510
Sacramento, CA 95814
916-446-3095
<http://www.ccsesa.org> (Outside Source)

California Department of Consumer Affairs, Bureau of Private Postsecondary and Vocational Education

P.O. Box 980818
West Sacramento, CA 95798-0818
800-952-5210
<http://www.bppve.ca.gov> (Outside Source)

California Federation of Teachers
2550 North Hollywood Way, Suite 400
Burbank, CA 91505
818-843-8226

<http://www.cft.org> (Outside Source)

Government Affairs Office
1127 11th Street, Suite 806
Sacramento, CA 95814
916-446-2788

California Interscholastic Federation

1320 Harbor Bay Parkway, Suite 140
Alameda, CA 94502-6578
510-521-4447
<http://www.cifstate.org> (Outside Source)

California Postsecondary Education Commission

770 L Street, Suite 1160
Sacramento, CA 95814
916-445-1000
<http://www.cpec.ca.gov> (Outside Source)

California School Boards Association

3100 Beacon Boulevard
West Sacramento, CA 95691
800-266-3382
<http://www.csba.org> (Outside Source)

California School Employees Association

2045 Lundy Avenue
San Jose, CA 95131
408-473-1000 or 800-632-2128
<http://www.csea.com> (Outside Source)

California School Library Association

950 Glenn Drive, Suite 150
Folsom, CA 95630
916-447-2684
<http://www.csla.net> (Outside Source)

California School Nurses Organization

1225 8th Street, Suite 500
Sacramento, CA 95814
916-448-5752 or 888-268-2766
<http://www.csno.org> (Outside Source)

California School Public Relations Association

San Juan Unified School District
P.O. Box 477
Carmichael, CA 95609
916-971-7700
<http://www.calspra.org> (Outside Source)

California State Parent Teacher Association

2327 L Street
Sacramento, CA 95816-5014
916-440-1985
<http://www.capta.org> (Outside Source)

California State University

401 Golden Shore
Long Beach, CA 90802-4210
562-951-4800
<http://www.calstate.edu> (Outside Source)

California Teachers Association

1705 Murchison Drive
Burlingame, CA 94011
650-697-1400
<http://www.cta.org> (Outside Source)

Governmental Relations Office
1118 10th Street
Sacramento, CA 95814
916-325-1500

Children Now

1212 Broadway, 5th Floor
Oakland, CA 94612
510-763-2444; fax 510-763-1974
<http://www.childrennow.org> (Outside Source)

Commission on Teacher Credentialing

1900 Capitol Avenue
Sacramento, CA 95814
Mail: P.O. Box 944270
Sacramento, CA 94244-2700
916-445-7254 or 888-921-2682
<http://www.ctc.ca.gov> (Outside Source)

Council of Chief State School Officers
One Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
202-336-7000
<http://www.ccsso.org> (Outside Source)

EdSource
520 San Antonio Road, Suite 200
Mountain View, CA 94040-1217
650-917-9481
<http://www.edsource.org> (Outside Source)

Education Commission of the States
700 Broadway, #810
Denver, CO 80203-3460
303-299-3600
<http://www.ecs.org> (Outside Source)

**National Association of Social Workers,
California Chapter**
1016 23rd Street
Sacramento, CA 95816
916-442-4565 or 800-538-2565
<http://www.naswca.org> (Outside Source)

**National Association of State Boards of
Education**
277 South Washington Street, Suite 100
Alexandria, VA 22314
703-684-4000
<http://www.nasbe.org> (Outside Source)

National Center for Education Statistics
1990 K Street NW, 8th and 9th Floors
Washington, DC 20006
202-502-7300
<http://nces.ed.gov/> (Outside Source)

**National Center on Education and the
Economy**
555 13th Street NW, Suite 500 West
Washington, DC 20004
202-783-3668
<http://www.ncee.org> (Outside Source)

National Education Association
1201 16th Street NW
Washington, DC 20036-3290
202-833-4000
<http://www.nea.org> (Outside Source)

National Parent Teacher Association
541 North Fairbanks Court, Suite 1300
Chicago, IL 60611-3396
312-670-6782 or 800-307-4782
<http://www.pta.org> (Outside Source)

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
703-838-6722
<http://www.nsba.org> (Outside Source)

**National School Public Relations
Association**
15948 Derwood Road
Rockville, MD 20855
301-519-0496
<http://www.nspr.org> (Outside Source)

Office of the Secretary of Education
1121 L Street, Suite 600
Sacramento, CA 95814
916-323-0611
<http://www.ose.ca.gov> (Outside Source)

Policy Analysis for California Education
University of California, Berkeley
3653 Tolman Hall
Berkeley, CA 94720-1670
510-642-7223
<http://pace.berkeley.edu> (Outside Source)

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
202-401-2000 or 800-872-5327
<http://www.ed.gov> (Outside Source)

Region IX Office
50 Beale Street, Room 9107
San Francisco, CA 94105
415-486-5708
<http://www.ed.gov/about/contacts/gen/reg/ions.html> (Outside Source)

National Library of Education
400 Maryland Avenue SW
Washington, DC 20202
800-424-1616
http://ies.ed.gov/ncee/projects/nat_ed_library.asp (Outside Source)

University of California

Office of the President
1111 Franklin Street
Oakland, CA 94607-5200
510-987-9074

<http://www.ucop.edu> (Outside Source)

WestEd

730 Harrison Street
San Francisco, CA 94107
415-565-3000 or 877-493-7833

<http://www.wested.org> (Outside Source)

Calendar of Events: 2009

Dates included on this calendar are gathered from various sources and are not definitive or official notification from the California Department of Education. We hope the calendar will assist you in planning special recognition events.

January 2009

- 1 January 1 (California *Education Code* Section 37220)
- 7–8 State Board of Education meeting, Sacramento
- 15 California Drop-in Day
- 19 Dr. Martin Luther King, Jr. Day (California *Education Code* Section 37220)

February 2009

- NATIONAL AFRICAN AMERICAN History Month
- National Children's Dental Health Month
- 1 National Freedom Day (commemorates the signing of the 13th Amendment)
- 2–6 National School Counseling Week—"School Counselors: Making a Difference"
- 12 Lincoln Day (California *Education Code* Section 37220)
- 15 Susan B. Anthony Day (California *Education Code* Section 37221)
- 16 Washington Day (California *Education Code* Section 37220)
- 17 National PTA Founders Day
- 20 Frederick Douglass Day

March 2009

- ARTS EDUCATION MONTH IN CALIFORNIA
- MUSIC IN OUR SCHOOLS MONTH
- NATIONAL MIDDLE LEVEL EDUCATION MONTH
- NATIONAL NUTRITION MONTH
- NATIONAL SOCIAL WORK MONTH
- NATIONAL WOMEN'S HISTORY MONTH
- RED CROSS MONTH
- 2 Read Across America Day
- 2–6 National School Breakfast Week—"Power Up With School Breakfast"
- 2–6 Newspapers in Education Week
- 2–6 Week of the School Administrator (California *Education Code* Section 44015.1)
- 5 Black American Day (California *Education Code* Section 37221)
- 7 California Conservation, Bird, and Arbor Day (California *Education Code* Section 37221)
- 8 International Women's Day
- 9–13 California Adult Education Week
- 11–12 State Board of Education meeting, Sacramento
- 15–21 National Agriculture Week
- 15–21 National Poison Prevention Week
- 21 International Day for the Elimination of Racial Discrimination
- 31 Cesar Chavez Day (California *Education Code* Section 37220.5)

April 2009

MATHEMATICS AWARENESS MONTH

MONTH OF THE MILITARY CHILD

- 1–7 Labor History Week (California *Education Code* Section 51009)
- 2 International Children's Book Day
- 6 California Poppy Day (California *Education Code* Section 37222)
- 7 World Health Day
- 12–18 National Environmental Education Week
- 12–18 National Library Week—"Worlds connect @ your library"
- 19–25 Public School Volunteer Week
- 19–25 Week of the Young Child
- 20–26 National TV-Turnoff Week
- 21 John Muir Day (California *Education Code* Section 37222)
- 21 Holocaust Remembrance Day
- 22 Earth Day
- TBA 2008 national award-winners from California for Presidential Awards for Excellence in Mathematics and Science Teaching announced

May 2009

NATIONAL ASIAN/PACIFIC AMERICAN HERITAGE MONTH

NATIONAL PHYSICAL FITNESS AND SPORTS MONTH

- 3–9 Be Kind to Animals Week
- 6 National School Nurse Day
- 6–7 State Board of Education meeting, Sacramento
- 11–17 National Children's Book Week
- 13 Day of the Teacher (California *Education Code* Section 37222)
- 18–22 Classified School Employee Week (California *Education Code* Section 45460)
- 25 Memorial Day (California *Education Code* Section 37220)
- 31 World No Tobacco Day

June 2009

FIREWORKS SAFETY MONTH (June 1–July 4)

- 5 World Environment Day
- 11 Race Unity Day
- TBA California's finalists for 2009 Presidential Awards for Excellence in Science and Mathematics Teaching announced

July 2009

- 4 July 4 (California *Education Code* Section 37220)
- 8–9 State Board of Education meeting, Sacramento

August 2009

- 26 Women's Equality Day

September 2009

LIBRARY CARD SIGN-UP MONTH

NATIONAL HISPANIC HERITAGE MONTH (September 15–October 15)

NATIONAL PREPAREDNESS MONTH

- 7 Labor Day (California *Education Code* Section 37220)
- 8 International Literacy Day
- 9 Admission Day
- 16–17 State Board of Education meeting, Sacramento
- 17 Constitution Day (California *Education Code* Section 37221)
- 17–23 Constitution Week
- 25 Native American Day (California *Education Code* Section 37220.7)

October 2009

CALIFORNIA SCHOOL BUS SAFETY AWARENESS MONTH

CRIME PREVENTION MONTH

FILIPINO AMERICAN HISTORY MONTH

NATIONAL ENERGY AWARENESS MONTH

- 1 National Child Health Day (36 *United States Code* 105)
- 4–10 National 4-H Week
- 4–10 National Fire Prevention Week
- 16 World Food Day
- 18–24 America's Safe Schools Week
- 19–23 National School Bus Safety Week
- 23–31 National Red Ribbon Week
- 24 Make a Difference Day
- 24 United Nations Day

November 2009

NATIONAL AMERICAN INDIAN HERITAGE MONTH

- 9–13 School Psychology Awareness Week
- 11 Veterans Day (California *Education Code* Section 37220)
- 15–21 American Education Week (always observed the week before Thanksgiving)
- 17 National Education Support Professionals Day
- 18–19 State Board of Education meeting, Sacramento
- 22–28 National Family Week
- 26 Thanksgiving Day (California *Education Code* Section 37220)

December 2009

- 2 U.S. Senate Youth Program winners announced
- 15 Bill of Rights Day
- 25 December 25 (California *Education Code* Section 37220)